OXFORD

English File

Pre-intermediate

Student Book

fifth edition

Christina Latham-Koenig Clive Oxenden
Kate Chomacki Jerry Lambert

OXFORD IMPACT EVALUATED

OXFORD
UNIVERSITY PRESS

English File

Pre-intermediate

Student Book

fifth edition

How to use your Classroom Presentation Tool

Christina Latham-Koenig Clive Oxenden
Kate Chomacki Jerry Lambert Paul Seligson

Paul Seligson and Clive Oxenden are the original co-authors of *English File 1* (published 1996) and *English File 2* (1997)

www.frenglish.ru

Contents

		GRAMMAR	VOCABULARY	PRONUNCIATION
1				
8	**A All about you**	word order in questions	common verb phrases	the alphabet
10	**B Looking good**	present simple	describing people: appearance and personality	final *-s* / *-es*
12	**C Remakes**	present continuous	clothes, prepositions of place	/ə/ and /ɜː/
2				
16	**A Lost...and found?**	past simple: regular and irregular verbs	holidays	regular verbs: *-ed* endings
18	**B On top of the world**	past continuous	prepositions of time and place: *at*, *in*, *on*	weak forms: *was*, *were*
20	**C One dark October evening**	time sequencers and connectors	verb phrases	word stress
3				
24	**A The waiting game**	*be going to* (plans and predictions)	airports	the letter *g*
26	**B Can we meet?**	present continuous (future arrangements)	verbs + prepositions, e.g. *arrive in*	linking
28	**C Word games**	defining relative clauses	paraphrasing	silent *e*
4				
32	**A Have you finished yet?**	present perfect + *yet*, *just*, *already*	housework, *make* or *do*?	the letters *y* and *j*
34	**B How we shop**	present perfect or past simple? (1)	shopping	*c* and *ch*
36	**C Weekendvy**	*something*, *anything*, *nothing*, etc.	adjectives ending *-ed* and *-ing*	/e/, /əʊ/, and /ʌ/
5				
40	**A Fast forward**	comparative adjectives and adverbs, *as...as*	types of numbers	/ə/
42	**B Superlative cities?**	superlatives (+ *ever* + present perfect)	describing a town or city	sentence stress
44	**C Too much or not enough?**	quantifiers, *too*, (*not*) *enough*	health and the body	/ʌ/
6				
48	**A Optimist or pessimist?**	*will* / *won't* (predictions)	opposite verbs	*'ll* / *won't*
50	**B Love will find a way**	*will* / *won't* / *shall* (other uses)	verb + *back*	word stress: two-syllable verbs
52	**C Sweet dreams?**	review of verb forms: present, past, and future	modifiers	the letters *ea* and *ear*

www.frenglish.ru

READING & LISTENING	SPEAKING & WRITING	
		Practical English p.14
Listening recognizing names, places, and numbers, identifying situations from context	**Speaking** exchanging personal information, returning questions; asking for personal information	**Pictures of you** Episode 1: *A visit from the USA* **Practical English** calling Reception **Social English**
Reading using visual clues to identify main topic **Listening** focusing on descriptive adjectives	**Speaking** summarizing main points in an article; describing a personal profile **Writing** a personal profile	
Listening tuning in using existing knowledge	**Speaking** describing a painting	
		Revise and Check p.22
Reading understanding details **Listening** listening for key points	**Speaking** showing interest	Revise and Check 1&2
Reading using visual clues to understand events and feelings **Listening** understanding the order of events	**Speaking** giving more information in a conversation **Writing** describing a photo	
Listening using evidence to predict the ending of a story	**Speaking** retelling the ending of a story	
		Practical English p.30
Reading using context to complete information **Listening** understanding context	**Speaking** assessing and comparing tips; proposing a tourist itinerary	**Pictures of you** Episode 2: *A work dinner* **Practical English** problems at a restaurant **Social English**
Reading making a personal response **Listening** inferring mood, understanding relationships between people	**Speaking** comparing the results of a questionnaire; making arrangements **Writing** an informal email	
Reading understanding the rules of a game **Listening** understanding definitions	**Speaking** paraphrasing; defining words	
		Revise and Check p.38
Listening understanding advice	**Speaking** comparing information (*yet* and *already*); talking about housework	Revise and Check 3&4
Reading identifying the main idea in a paragraph **Listening** using visual clues to understand key points	**Speaking** asking follow-up questions **Writing** an opinion essay	
Reading inferring from captions and visual clues **Listening** understanding historical facts	**Speaking** talking about the weekend; answering promptly	
		Practical English p.46
Reading scanning for information **Listening** tuning into an interview using topic-related vocabulary	**Speaking** responding to ideas in an article; talking about changes, giving reasons	**Pictures of you** Episode 3: *Working on a Saturday* **Practical English** taking something back **Social English**
Listening understanding the main points in a podcast	**Speaking** asking for more information **Writing** describing your town or city	
Reading responding to and assessing information according to personal opinion **Listening** understanding numbers and quantities	**Speaking** talking about habits; asking questions and giving reasons (*enough* and *too much/many*)	
		Revise and Check p.54
Reading understanding a definition and examples **Listening** taking notes	**Speaking** responding to predictions	Revise and Check 5&6
Reading understanding the events in a story **Listening** understanding the events in a story	**Speaking** asking and answering (verb + *back*) **Writing** social media messages	
Listening interpreting from visual clues; using visual clues to understand key topics	**Speaking** giving additional information (past, present, future)	

www.frenglish.ru

		GRAMMAR	VOCABULARY	PRONUNCIATION
7				
56	**A I will survive**	uses of the infinitive with *to*	verbs + infinitive: *try to*, *forget to*, etc.	weak form of *to*, linking
58	**B Happy days**	uses of the gerund (verb + *-ing*)	verbs + gerund	/ŋ/, /ŋ/ + /k/
60	**C Could you pass the test?**	*have to*, *don't have to*, *must*, *mustn't*	adjectives + prepositions: *afraid of*, etc.	stress on prepositions
8				
64	**A Should I or shouldn't I?**	*should*	*get*	/ʊ/ and /uː/
66	**B Absolutely typical!**	*if* + present, *will* + infinitive (first conditional)	confusing verbs	homophones
68	**C Who is Vivienne?**	possessive pronouns	adverbs of manner	reading aloud
9				
72	**A Watch out!**	*if* + past, *would* + infinitive (second conditional)	animals and insects	word stress
74	**B Don't panic!**	present perfect + *for* and *since*	words related to fear	sentence stress
76	**C Born to be stars**	present perfect or past simple? (2)	biographies	word stress, /ɔː/
10				
80	**A Winners and losers**	expressing movement	sports, expressing movement	word stress
82	**B Larks and owls**	word order of phrasal verbs	phrasal verbs	linking
84	**C Inventions that changed the world**	the passive	people from different countries	/ʃ/, /tʃ/, and /dʒ/
11				
88	**A Live and learn**	*used to*	school subjects	*used to* / *didn't use to*
90	**B Make up your mind!**	*might*	word building: noun formation	diphthongs
92	**C Find your 'twin'**	*so*, *neither* + auxiliaries	similarities and differences	/ð/ and /θ/
12				
96	**A Strange but true!**	past perfect	time expressions	the letter *i*
98	**B Don't tell anybody!**	reported speech	*say* or *tell*?	double consonants
100	**C The *English File* quiz**	questions without auxiliaries	revision of question words	/w/ and /h/
104	**Communication**	115 **Writing Bank**	127 **Listening**	134 **Grammar Bank**

www.frenglish.ru

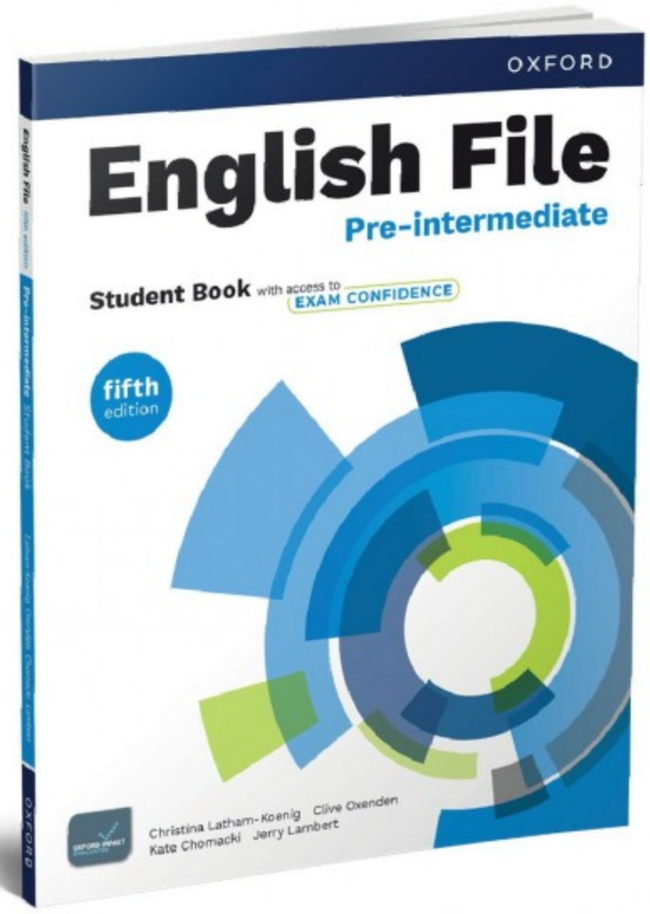
READING & LISTENING	SPEAKING & WRITING	
		Practical English p.62
Reading reading on screen **Listening** using visual clues and text to understand advice	**Speaking** asking and answering fluently **Writing** an article giving tips	**Pictures of you** Episode 4: *Running into trouble* **Practical English** at the pharmacy **Social English**
Listening understanding official advice and supporting detail	**Speaking** responding to tips; talking about behaviours and preferences	
Reading identifying topic sentences **Listening** listening to check hypotheses	**Speaking** asking follow-up questions	
		Revise and Check p.70
Reading assessing advice **Listening** understanding a problem, assessing advice	**Speaking** assessing advice; asking and answering (phrases with *get*)	Revise and Check 7&8
Reading identifying examples of behaviour **Listening** tuning in to a story using key words and phrases	**Speaking** exchanging information and opinions (confusing verbs)	
Reading understanding a short story **Listening** using visual clues to understand a story	**Writing** a short story	
		Practical English p.78
Reading understanding reasons **Listening** using visual clues to rank information	**Speaking** relaying factual information	**Pictures of you** Episode 5: *What's going on with Max?* **Practical English** following directions **Social English**
Reading understanding social media posts **Listening** listening for key information	**Speaking** asking follow-up questions (present perfect)	
Reading understanding the order of life events **Listening** using visual clues to understand biographical information	**Speaking** talking about somebody's life **Writing** a biography	
		Revise and Check p.86
Reading reading and retelling key events	**Speaking** talking about sport, giving extra information; retelling from memory **Writing** an article	Revise and Check 9&10
Reading taking notes for retelling **Listening** categorizing information; identifying reasons	**Speaking** asking questions (phrasal verbs)	
Listening using visual clues to understand specific information	**Speaking** exchanging information (passives)	
		Practical English p.94
Reading understanding and comparing specific information in short texts **Listening** understanding attitude	**Speaking** expressing an opinion, giving examples, returning questions **Writing** a formal email	**Pictures of you** Episode 6: *Is this the end?* **Practical English** phoning and leaving a message **Social English**
Listening identifying the main points in a talk	**Speaking** giving an opinion; asking and answering (noun forms)	
Listening using visual clues to understand a human-interest story	**Speaking** saying how you are similar and different	
		Revise and Check p.102
Reading understanding the order of events in a story	**Speaking** retelling a news story	Revise and Check 11&12
Reading identifying text type, understanding the moral of a story **Listening** using visual clues to understand a conversation	**Speaking** reporting what somebody said; supporting opinions with examples **Writing** a review	
Listening understanding topic-based questions	**Speaking** asking factual questions (past simple)	

158 **Vocabulary Bank** 172 **Irregular verbs** 173 **Appendix** 174 **Sound Bank**

www.frenglish.ru

Welcome to English File

fifth edition

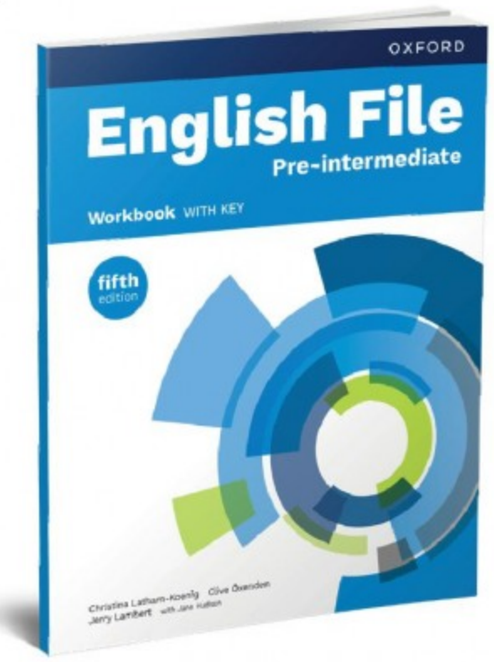


Student Book

All the language and skills you need to improve your English, with Grammar, Vocabulary, Pronunciation, and skills work in every File.

Bring language learning to life with new videos integrated into the lessons.

Look out for the Video icons in every File.



Workbook

Grammar, Vocabulary, and Pronunciation practice for every lesson.

Student Book and Workbook also available as an e-Book.

NEW EXAM CONFIDENCE

Develop your confidence in English with access to bite-size Reading, Listening, Speaking, and Writing practice that complements the course. Easily accessible from your mobile device, to use in your own time, at your own pace.

Access EXAM CONFIDENCE on Oxford English Hub.

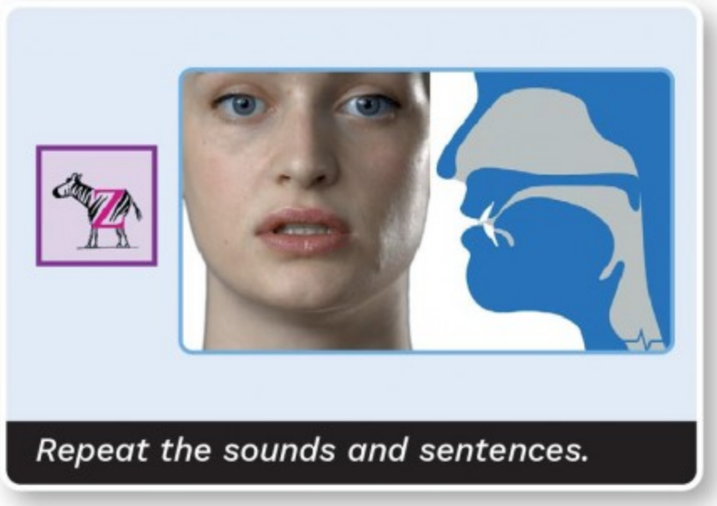
www.frenglish.ru

NEW Video-enhanced lessons

Grammar, Vocabulary, and Pronunciation

Grammar practice

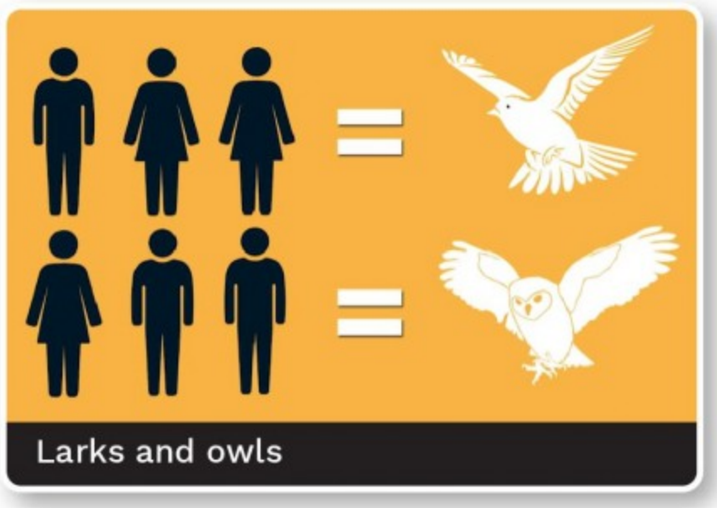
Vocabulary practice



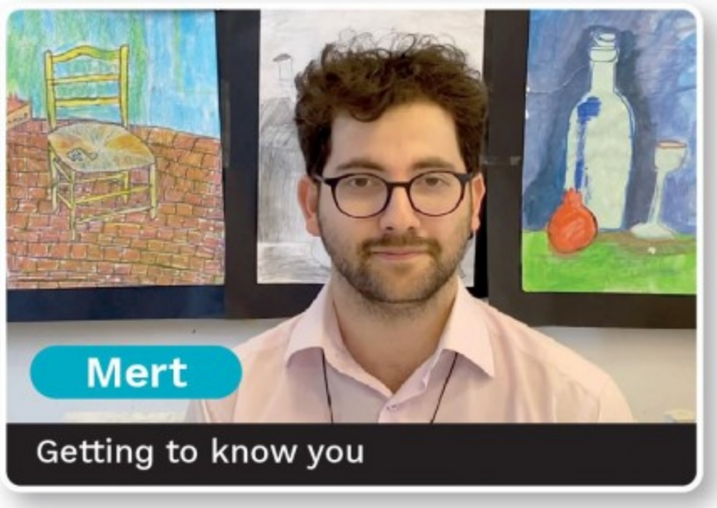
Pronunciation

Skills development

Dramas



Documentaries



Vox pops

NEW *Pictures of you* Season 2

A brand new video drama story for the Practical English section.

Set in London, ***Pictures of you*** follows the story of Izzy and Ben and how their lives, careers, and relationships develop.

Oxford English Hub

Access all video and audio resources, and **EXAM CONFIDENCE** on Oxford English Hub.

Use the code in this book to get 2 years' access.

1A All about you

G word order in questions
V common verb phrases
P the alphabet

What do you do? *I'm at university.*

1 VOCABULARY & SPEAKING
common verb phrases

a Complete the questions in *Getting to know you* with a verb.

Getting to know you

You and your family

1 Where *are* you from?
2 Where *were* you born?
3 What languages do you _____?
4 Where do you _____?
5 Do you _____ any brothers or sisters?
6 Do you _____ any pets?

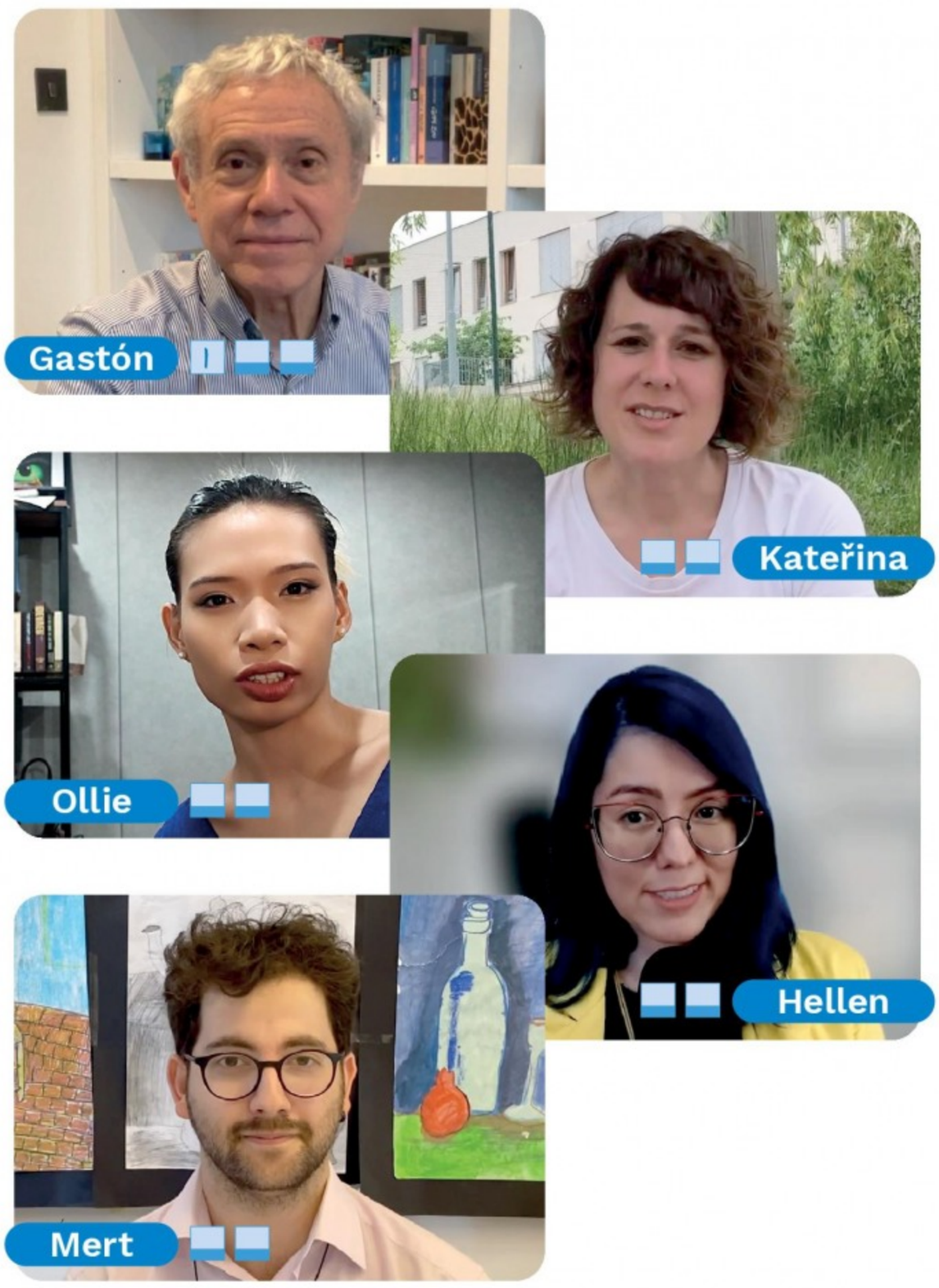
Your occupation and routine

7 What do you _____?
8 What time do you _____ up during the week?
9 Where do you usually _____ lunch?
10 What do you usually _____ in the evening?
11 What time do you usually _____ to bed?
12 Where did you _____ English before?

Your free time

13 What kind of music do you _____ to?
14 What TV programmes or series do you _____?
15 Do you _____ any sport or exercise?
16 What kind of books or magazines do you _____?
17 How often do you _____ to the cinema?
18 What did you _____ last weekend?

b Video Watch five people answer questions from **a**. Write the numbers of the questions they answer.



c Watch again. Then look at the question numbers and try to remember their answers.

d Have a conversation with a partner. Ask and answer the questions in **a**. Try to 'return' some of your partner's questions.

Where are you from?

I'm from Cuenca, in Spain. And you?

'Returning' a question

When you are having a conversation, you often 'return' questions, for example, ask somebody the same question that they asked you. You can do this by:

1 saying *And you?* or *What about you?*
2 repeating the question, but stressing *you*, e.g.
   A *Where are you from?*
   B *I'm from Rome. Where are **you** from?*

www.frenglish.ru

2 GRAMMAR
word order in questions

a Look at the highlighted phrases in questions 1–6. Tick (✓) the three correct questions. Rewrite the incorrect questions.

1 Can you play a musical instrument? ✓
2 Where works your sister?
3 Were you at this school last year?
4 Is there a supermarket near here?
5 Have you coffee for breakfast?
6 Where did you go for your last holiday?

b G **Grammar Bank** 1A *p.134*

c Look at the two groups of questions. What are the missing words in the second questions?

PRESENT

Do you...

- **drink a lot of tea or coffee?**
  How many cups *do you drink* a day?
- **go to a gym?**
  What gym _____ to?
- **sleep well?**
  How many hours _____?
- **play games on your phone?**
  What games _____?
- **like watching sport?**
  What sports _____?

PAST

Did you...

- **go to bed late last night?**
  What time _____ to bed?
- **cook lunch or dinner yesterday?**
  What _____?
- **go for a walk at the weekend?**
  Where _____?
- **see a good film last week?**
  What film _____?
- **buy any clothes last month?**
  What _____?

d Ask different students the first question until somebody says 'Yes'. Then ask the second question. Continue with the other questions.

Do you drink a lot of tea or coffee?

Yes, I drink a lot of coffee.

How many cups do you drink a day?

Three or four.

3 PRONUNCIATION the alphabet

a 1.4 With a partner, say the groups of letters. Then listen and check.

ABCD EFGH IJKL MNOP QRST UVW XYZ

b Video Look at the sound pictures. What are the sound words and vowel sounds? Watch and check.

1 train 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____

A H J	B C D P T V	F L N S Z	I		U W	
___	___ ___	___ ___	___	___	___ ___	___

c Add these letters to the chart.

E G ɹ K M O R Q X Y

d 1.5 Listen and check. Practise saying the letters in each group.

e C **Communication** Alphabet quiz **A** *p.104* **B** *p.110* Ask and answer the questions.

4 LISTENING & SPEAKING

a 1.6 Listen to extracts from six conversations. Write the letters and numbers you hear.

1 first name: *Wayne*
2 postcode: _____
3 phone number: _____
4 email: _____
5 surname: _____
6 address: _____

b 1.7 Now listen to the conversations. Match 1–6 in **a** to situations A–F.

- A buying something
- 1 B checking into a hotel
- C trying to get help
- D giving a student directions
- E giving a class some information
- F arriving at a restaurant

c Interview another student and complete the form.

What's your first name?

Student information

first name _____ postcode _____

surname _____ phone number _____

address _____ email address _____

www.frenglish.ru

1B Looking good

G present simple
V describing people: appearance and personality
P final -s / -es

What does she look like? *She has grey hair and green eyes.*

1 VOCABULARY describing people

a 1.8 Listen to two people describe a family member. Which man is Adam? Which woman is Mel? What words did you hear that helped you to identify them? What are Adam and Mel like?

b V **Vocabulary Bank** Describing people *p.158*

c Video Watch and say which person in the photo is described, A, B, or C. What are they like?

2 READING & SPEAKING

a Look at the photos of Sarah Harris and Bruno Mars. Then complete the headings with two of the adjectives from the list.

generous gold grey short shy slim

b Work in pairs, A and B. Each read your article. Find the answers to the questions.

A
1 What did many older women do when their hair went grey?
2 What are the two reasons why grey hair is more popular now?
3 Why are young people dyeing their hair grey?
4 What have *Vogue* journalists noticed?
5 What are the advantages of stopping dyeing your hair?

B
1 In which sport is it an advantage to be tall? Why?
2 In which sports is it an advantage to be short? Why?
3 What examples does the article give of a disadvantage of being tall?
4 What are the health advantages of being short?
5 What does the article say is what <u>really</u> matters?

c Tell your partner about your article. Use the answers to your questions to help you.

d Did either of the articles surprise you? Describe someone you know who you think looks good.

A G_____ is great!

Sarah Harris, deputy editor of British *Vogue*

In the past, some people, especially women, felt bad when their hair started to go grey, and even today some people continue to dye their hair until their 80s or even 90s. But in fact, now grey hair is in fashion for men and women, young and old. One reason for this is film. Some film stars, for example, Meryl Streep and Salma Hayek, look fantastic with grey hair. Another reason is that during the Covid-19 pandemic, hairdressers were closed, so older people went back to their natural colour, and then realized that it looked good. And now, younger people are also dyeing their hair grey. For them, it's a way of saying that they are independent people who want to look different. Fashion magazine *Vogue* reports that all over the world they are seeing more and more young men and women at fashion shows who are silver-grey. For people who are naturally grey, there are other advantages of not dyeing your hair. You don't need to go to the hairdresser every two or three months, and you save a lot of money!

NBC news

B S_____ is super!

Your height is a biological fact that you can't really change. Many people think it's an advantage to be tall. But is it really? Of course, in some sports like basketball, you need to be tall. If you have long legs you can run faster, and with long arms you can stretch further. But in some sports, being short can be a bonus. Short people often have quicker reactions and are more agile, which is important in, for example, martial arts and gymnastics. Tall people also often have more accidents and are more likely to get injured if they fall. And several studies also show that short people live longer; in one village in Sardinia, the very tall people live for about two years less than their shorter neighbours. Of course, there are always exceptions, but in the end, it's not how tall or short you are that matters, it's how you live your life.

Bruno Mars, American singer

Adapted from the BBC website

www.frenglish.ru

3 GRAMMAR present simple

a Complete the chart.

	I / you / we / they	*he / she / it*
+	I have grey hair.	My mother _____ grey hair.
−	I don't mind being bald.	My brother _____ _____ being bald.
?	_____ you like being tall?	_____ your sister like being tall?

b Tick (✓) the correct sentences. Then check in article B.

1 ☐ a Short people often have quicker reactions.
☐ b Short people have often quicker reactions.

2 ☐ a There always are exceptions.
☐ b There are always exceptions.

c **Grammar Bank** 1B *p.134*

4 PRONUNCIATION final *-s* / *-es*

a Video Watch and repeat the sounds and sentences.

snake	She look**s** quite serious. He like**s** all sport**s**.
zebra	He ha**s** long arm**s** and leg**s**. She**'s** tall, with blue eye**s**.
/ɪz/	She us**es** reading glass**es**. He watch**es** a lot of football match**es**.

Pronunciation of final *-s* / *-es*: verbs and nouns

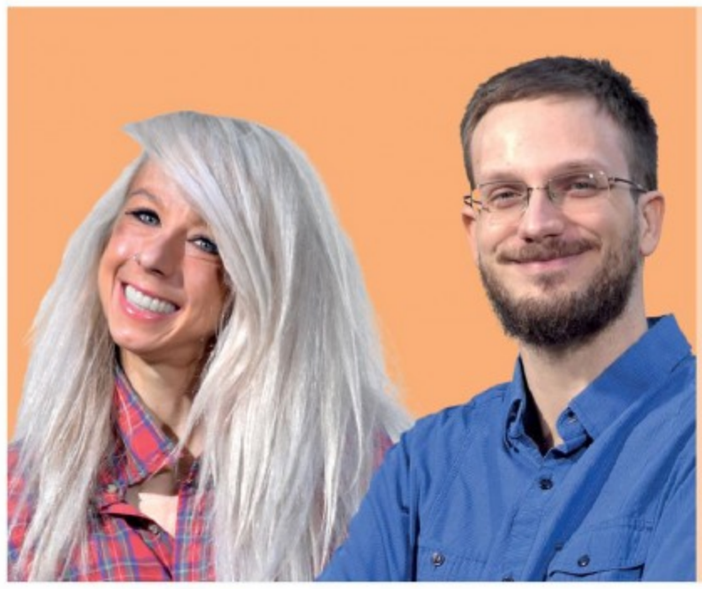
The final *-s* is pronounced /s/ or /z/. The difference is quite small.

The final *-es* is pronounced /ɪz/ after *ch*, *c*, *g*, *sh*, *s*, *z*, and *x*.

b 1.13 How do you say the *he* / *she* / *it* form of these verbs and the plural of these nouns? Listen and check.

verbs choose cook go live stop teach
nouns book boy class friend language shop

5 LISTENING



In *The Guardian* newspaper 'Blind Date' feature, two strangers who are looking for a relationship meet at a restaurant. Then they report how it went, and give a score out of 10. Jemma, 31, a gardener, met Pietro, 25, a PhD student.

a Look at the photo and describe the people.

b Read about Jemma and Pietro. What is a blind date? Do you think they are going to get on?

c 1.14 Listen to them describe the date. What score do you think they gave?
Jemma ☐ /10 Pietro ☐ /10

d Listen again and circle the adjectives that Jemma uses to describe Pietro, and that Pietro uses to describe Jemma.

Jemma about Pietro
clever extrovert funny hard-working interesting kind polite talkative well-dressed

Pietro about Jemma
adventurous friendly generous interesting polite serious shy talkative young

e 1.15 Now listen and check your answer to **c**. Have you ever been on a blind date? Would you like to?

6 SPEAKING

a Think of somebody you know well who would like to meet new people. Look at the list and make notes about him / her.

name age job appearance
personality + / − likes / doesn't like

b Work in pairs. **A** describe your person to **B**. **B** listen and ask for more information. Do you know anybody who would be a good friend for **A**'s person? Then change roles.

His name's Mario, and he's about 30 years old.

7 WRITING a personal profile

Writing Bank 1 *p.115* Write your personal profile.

www.frenglish.ru

1C Remakes

G present continuous
V clothes, prepositions of place
P /ə/ and /ɜː/

What's the woman doing? *She's pouring milk into a bowl.*

1 VOCABULARY clothes

a Look at the painting and a 'remake' photo. Do you think the photo is a good remake? Why (not)?

b What are the people in the painting and photo wearing? Match the clothes to the pictures. Write **W** for the woman and **M** for the man.

1 ▬ a blue apron
2 ▬ blue trousers
3 ▬ a brown skirt
4 ▬ a yellow and green blouse
5 ▬ a yellow T-shirt
6 ▬ a white cap

c V **Vocabulary Bank** Things you wear *p.159*

d Video Watch and try to remember three things that each person is wearing.

2 PRONUNCIATION /ə/ and /ɜː/

a Video Watch and repeat the sounds and words. Which sound is only in unstressed syllables?

1	**computer**	trousers trainers sweater cardigan bracelet necklace
2	**bird**	shirt skirt T-shirt

b Underline the stressed syllable in the multi-syllable words below. Which sound do the pink letters have, 1 or 2?

painter 1 her ▬ first ▬ photograph ▬
picture ▬ prefer ▬ curly ▬ attractive ▬
occasion ▬ work ▬ university ▬

c 1.17 Listen and check.

d Ask and answer the questions with a partner.

What clothes do you usually wear...?

- for work / university / school
- when you go out at night
- when you want to relax at the weekend
- for a special occasion

The Milkmaid by Dutch painter Johannes Vermeer

3 GRAMMAR present continuous

a Look at some sentences about the painting and the photo. Complete them with *He's*, *She's*, or *They're*.

1 _____ wearing yellow and blue clothes.
2 _____ wearing a cap.
3 _____ pouring milk from a bottle.
4 _____ pouring milk from a jug.
5 _____ looking at the milk.
6 _____ standing near a window.

b Circle the correct form of the verb, present continuous or present simple.

1 In the photo the man *isn't wearing* / *doesn't wear* a cap.
2 People often *wear* / *are wearing* aprons in the kitchen.
3 **A** What *do you do* / *are you doing* now?
B *I do* / *I'm doing* an exercise.
4 **A** What *does your sister do* / *is your sister doing*?
B She's a teacher.

c G **Grammar Bank** 1C *p.134*

www.frenglish.ru

Remake of *The Milkmaid* by Justine Rioufrait

4 LISTENING

a You're going to listen to an art expert talking about Vermeer and *The Milkmaid*. Look at the painting again. With a partner, try to answer the questions.

1 What century did Vermeer live in?
a 15th b 17th c 19th

2 Where was he from?
a Holland b Germany c Russia

3 What kind of things did he usually paint?
a everyday scenes b rich people c nature

4 What is the milkmaid probably making?
a butter b bread c a pudding

5 How many of Vermeer's paintings exist today?
a 4 b 34 c 304

6 Why was the painting expensive to make?
a Because it's very big.
b Because the paints cost a lot.
c Because he rented an expensive studio.

b 1.20 Listen and check your answers.

c Listen again and make notes about 1–6.

1 Delft *It's a city in Holland. Vermeer was from there.*
2 light coming through windows
3 his wife, his daughter, and his servant
4 *Girl with a Pearl Earring*
5 the milkmaid's apron
6 175 Dutch guilders

5 VOCABULARY prepositions of place

a Look at the photo again. Complete the sentences with a word or phrase from the list.

above behind between ~~in~~ in front of in the corner
in the middle of next to on the left of on (x2) under

1 The young man is *in* the kitchen.
2 There's a table _____ him.
3 _____ the table there are some eggs, some bread, and some strawberries.
4 The bread is _____ the table. It's _____ the eggs and the strawberries.
5 There's a board _____ the bread.
6 _____ the man, there's an old washing machine.
7 There's a window _____ the photo.
8 _____ of the room there's a sink and some cleaning products.
9 There's a flower _____ the wall _____ the sink.
10 The sink is _____ the window.

b 1.21 Listen and check. Then look at the Vermeer painting again. Say where the woman and things are.

6 SPEAKING

a Video Watch *American Gothic remake*. Then remember three things that are the same and three things that are different in the two photos.

b Complete the sentences about the remake.

1 On the right of the photo, _____ a man.
2 He _____ _____ jeans.
3 He _____ _____ a garden fork in his hand.
4 In the background, you _____ _____ the city.

c Communication Remakes **A** *p.104* **B** *p.110*
Describe two more paintings and remakes.

d In small groups, ask and answer the questions.

- Which of the remakes in this lesson do you think is the best? Why?
- Have you ever done a remake? Would you like to try? Which painting would you choose?
- What pictures or posters do you have on the wall in your bedroom or living room?
- Do you have any favourite painters or paintings? Who or what are they? Why do you like them?

www.frenglish.ru

EPISODE 1 PICTURES OF YOU

A visit from the USA

Practical English calling Reception

THE STORY SO FAR

Video Watch *The story so far*. What do you find out about these people?

Ben

Izzy

Andre

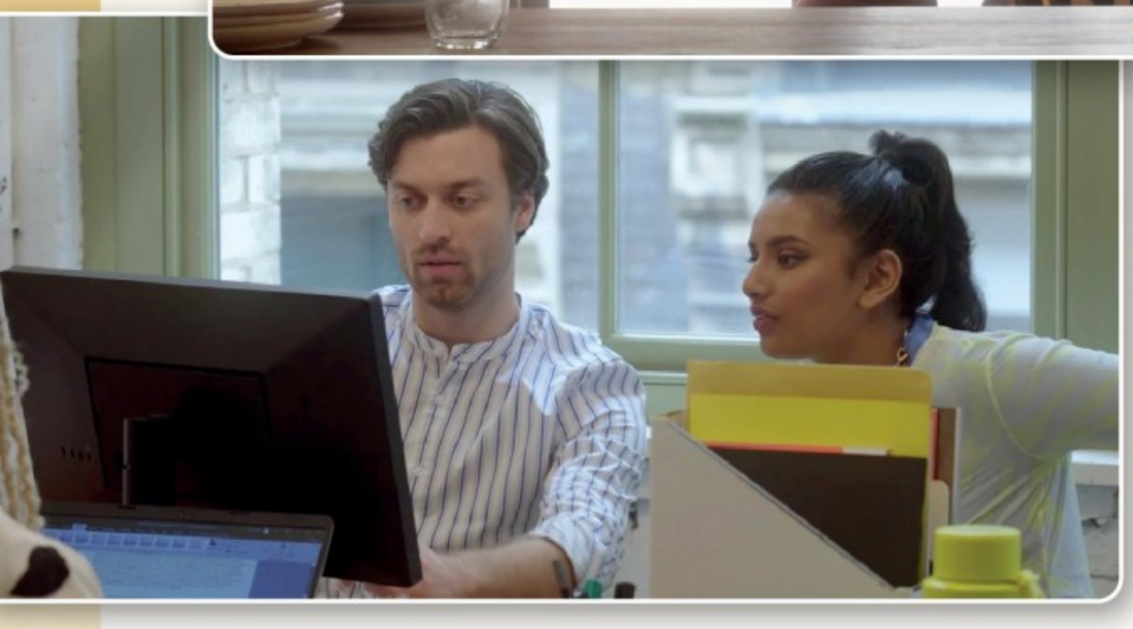
Carla

Pamela

1 SIX MONTHS LATER

a Look at the photos. What are Ben and Izzy doing now?

b Video Watch *Six months later* and check. Who is Emma? What's going to happen in the evening?



c Watch again. Mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

1 Emma is staying with Ben.
2 She's Ben's twin sister.
3 Carla asks Ben if he is nervous.
4 Ben thinks Emma and Izzy are very similar.
5 At first, Izzy doesn't accept Max's invitation to go for a drink.
6 Izzy decides to go because the Managing Director is going.

2 CALLING RECEPTION

a Video Watch *Calling Reception*. Tick (✓) the problems she has.

- ☐ The room is very cold.
- ☐ The air conditioning isn't working.
- ☐ There aren't any towels.
- ☐ She can't connect to the wi-fi.
- ☐ There isn't any hot water.

www.frenglish.ru

b Watch again. Complete the **You hear** phrases.

You hear	You say
Conversation 1	
Hello, Reception.	Hello, this is room 13.
How can I [1] _____ you?	There's a problem with the air conditioning. It isn't working and it's very hot in my room.
I'm sorry. I'll [2] _____ somebody up to [3] _____ at it right now.	
Conversation 2	
Good [4] _____, Reception.	Hello. I'm sorry to bother you again. This is room 13.
How can I help?	I have another problem. I can't connect to the wi-fi.
I'm sorry. I'll [5] _____ you through to my colleague. She can help you.	Thank you very much.

c Video Watch and repeat the **You say** phrases. Copy the rhythm. Then practise the conversations with a partner.

Offers with *I'll*

I'll = *I will*. We use *I'll* + verb to offer to do something.

A *There's a problem with the air conditioning.*

B ***I'll send*** *somebody up to look at it.*

d **ROLE-PLAY** Work in pairs. Have conversations. Then change roles.

A You are the receptionist. **B** is a guest at the hotel. **B** calls you.

Begin: *Good morning, Reception. Can I help you?*

B You are a guest (give your room number). Use your first name and surname. You have a problem in your room – explain your problem.

A Offer to do something about **B**'s problem.

3 IZZY AND EMMA MEET

a Look at the photo. Do you think the meeting between Emma and Izzy was a success? Why (not)?

b Video Watch *Izzy and Emma meet* and check. Was it a success? Why (not)?

c Watch again. Who says these things and who to? Write **B** (Ben), **E** (Emma), or **I** (Izzy).

1 'Are you eating enough?' ___ to ___
2 'Right now, I'm working on a really big project.' ___ to ___
3 'Wow, that's a really cool jacket!' ___ to ___
4 'Are you going to come with us?' ___ to ___
5 'I booked a table for three.' ___ to ___
6 'Everyone is going.' ___ to ___
7 'It's just you and me, then.' ___ to ___
8 'But you just got here.' ___ to ___

4 SOCIAL ENGLISH

a Match a phrase from **A** with a response in **B**.

A	B
1 Are you free to go for a drink this evening?	___ It's great.
2 It's nice to meet you.	___ But you just got here.
3 How's the photography course going?	___ It's nice to meet you, too.
4 I've heard a lot about you.	___ Oh. I'm sorry, I can't.
5 Actually, I need to go now.	___ Me too.

b Video Watch and check.

c In pairs, practise the phrases and responses. Then change roles.

WHAT DO YOU THINK?

In pairs, talk about Izzy, Ben, and Emma. Why is the meeting important for Ben? Do you think that Izzy was right to go to the work drink? Do you think that Emma and Izzy are going to get on well?

www.frenglish.ru

2A Lost...and found?

G past simple: regular and irregular verbs
V holidays
P regular verbs: *-ed* endings

Where did you go for your last holiday? *I went to Paris with some friends.*

1 READING

a Read the title and the introduction to a story on a travel website. Which of the four things do you think is the worst to lose when you're on holiday?

b Read the story sent by a reader. What did Ryan lose? Did he find it?

HOME DESTINATIONS GUIDES **STORIES** SHOP SEARCH

'Passport, tickets, money, phone'

It's the mantra we always say to ourselves when we go on holiday to make sure we haven't forgotten anything. But what happens when one of those things is suddenly missing? **Email us your stories or send us an audio file...**

Last year, I went on holiday with a group of friends. One day, we climbed a mountain – well, it wasn't really a climb, but it was a long walk – and it took about two hours to get to the top. When we got there, we had lunch. The view was amazing – we could see the sea in the distance. We took photos and just sat in the sun for a while.

Then we went down again, and when we got back to the car, I wanted to take another photo, but I couldn't find my phone – it wasn't in my bag. I thought, 'Oh no! It's probably at the top of the mountain, where we had lunch.' I couldn't call the phone because it was on 'silent', so I decided the only thing to do was to go back up the mountain to get it, because I didn't want to leave my phone up there. My friends said, 'OK, but you can't go on your own', so in the end we all went up again, which was another two hours.

When we got to the top, we spent about half an hour looking for the phone, but we couldn't find it anywhere. Then it started to get colder – it was now late afternoon – so I took my jacket out of my bag, and...my phone was in my jacket pocket!

I felt terrible, and really stupid! My friends were very nice about it, but they never let me forget it!

Ryan, from Dublin

c Read the story again. Then cover it and correct the **bold** information.

1 Ryan went on holiday with **his family**.
Ryan went on holiday with his friends.
2 One day, they **went cycling**.
3 It took **three hours** to get to the top of the mountain.
4 They had **a snack** at the top of the mountain.
5 The view **wasn't very good**.
6 Ryan wanted to take another photo, but he couldn't find **his camera**.
7 He went back up the mountain with **one of his friends**.
8 They spent **an hour** looking for the phone.
9 It started to get **warmer**.
10 He found his phone in his **bag**.
11 His friends were **angry** about it.

d Have you ever lost anything important on holiday? What was it? What happened?

2 GRAMMAR past simple: regular and irregular verbs

a Write the past simple form of these verbs. Are they regular or irregular? Check in Ryan's story.

go	_____	want	_____
climb	_____	think	_____
be	_____ / _____	decide	_____
		say	_____
take	_____	spend	_____
get	_____	start	_____
have	_____	feel	_____
can	_____	let	_____
sit	_____		

b Complete the negative verbs. Then check in Ryan's story.

1 It _____ really a climb, but it was a long walk.
2 I wanted to take another photo, but I _____ find my phone.
3 I _____ want to leave my phone up there.

c How do you make – and ? in the past simple...?

- with *was / were*
- with *could*
- with other verbs

d G **Grammar Bank** 2A *p.136*

www.frenglish.ru

3 LISTENING & PRONUNCIATION
regular verbs: *-ed* endings

a 2.2 Listen to a story sent to the website. What did Marta lose? Did she find it?

b Listen to Marta's story again. Answer the questions.

1 When did it happen?
2 Where did Marta want to go on holiday? Why?
3 Why did she fly to Brussels?
4 What happened at the gate in Brussels airport?
5 How did she feel?
6 What did the policeman say?
7 Where did she fly to in the end? What happened there?

c 2.3 Listen to three sentences from Marta's story. What regular verb do you hear in each sentence?

d Video Watch and repeat the sounds and sentences.

t **tie**	I book**ed** a hotel. We miss**ed** our flight.
d **dog**	I arriv**ed** at the airport. We phon**ed** our friends.
/ɪd/	She invit**ed** us to stay. I need**ed** a new passport.

Regular past simple verbs

The *-ed* ending is usually pronounced /t/ or /d/, e.g. *book**ed***, *arriv**ed***.

We only pronounce the *e* in *-ed* when there is a *t* or a *d* before it, e.g. *wan**ted***, *en**ded***, *-ed* = /ɪd/.

e Say the past simple form of these verbs. In which ones is *-ed* pronounced /ɪd/?

ask call check decide happen live rent start stop thank want

f 2.4 Listen and check.

4 VOCABULARY holidays

a Video Watch the video. What holiday activities did you see? Do you like doing any of these things when you're on holiday?

b V **Vocabulary Bank** Holidays *p.160*

5 SPEAKING

a 2.8 Listen extracts from a conversation. Complete the phrases that **B** uses to show that he is interested in what **A** is saying.

Useful language for showing interest

1 **A** I went to New York last week.
B _____! Did you like it?

2 **A** The weather was terrible – it rained every day.
B Oh _____! What a _____! What did you do?

3 **A** We went to a musical on Broadway.
B _____! What musical was it?

4 **A** I lost my phone on the first day.
B _____? How _____! How did you lose it?

b Listen again and repeat. Copy **B**'s 'interested' intonation.

c Look at *Your last holiday*. What are the questions?

Your last holiday

1 Where / go?
2 When / go?
3 Who / go with?
4 Where / stay? What / like?
5 What / the weather like?
6 What / do during the day?
7 What / do in the evening?
8 / have a good time?
9 / have any problems?

d Work in pairs. Think about your answers to the questions. Then ask your partner about their last holiday. Show interest in what they say, and try to ask more questions. Then swap roles.

www.frenglish.ru

2B On top of the world

G past continuous
V prepositions of time and place: *at*, *in*, *on*
P weak forms: *was*, *were*

What were you doing there? *I was doing a Spanish course.*

1 READING

a Look at the photo and answer the questions. Say why.

1 Where in the world do you think it could be?
2 What do you think is happening in the background?
3 How do you think the person is feeling?

b Read the article. Were your answers in **a** right? What do the highlighted words and phrases mean? Find them in the photo.

c Read the article again and answer the questions.

1 Why was Christopher in Ecuador? Why did he decide to go to Baños?
2 How did they go up the mountain? What information did they get on their way up?
3 Why is the swing dangerous? Who actually tried it?
4 What started to happen after 20 minutes on the swing? What did Christopher do?
5 How did he discover that the photo was famous?

d Is there a photo with you in it that you really love? Describe it. Why do you like it so much?

2 VOCABULARY *at*, *in*, *on*

a Look at the sentences from the article. Complete them with *at*, *in*, or *on*.

1 _____ 2014, when I was studying acting _____ university, I decided to do a Spanish course _____ Ecuador.
2 We were riding up the mountain _____ our bikes...
3 Some time later, I was _____ a doctor's waiting room...

b V **Vocabulary Bank** Prepositions *p.161*
Do Part 1.

c C **Communication** *at*, *in*, *on* **A** *p.104* **B** *p.110* Answer the questions with a preposition and a time or place.

In a feature in *The Guardian* newspaper called 'That's me in the picture', people describe a photo they were in. This photo was sent in by Christopher Morris.

In 2014, when I was studying acting at university, I decided to do a Spanish course in Ecuador. One weekend, I visited a place called Baños with some friends. A big attraction there is the 'Swing at the end of the world'. The swing is on the edge of a mountain, and there are incredible views. On a clear day, you can see a volcano, Mount Tungurahua.

We rented quad bikes to ride up to the swing. The weather was beautiful – sunshine and clear skies. We were riding up the mountain on our bikes when we passed some friends coming down. 'The volcano is active today,' they said.

The swing hangs from a treehouse. It's just two old ropes and an old wooden seat. It was dangerous, but we all took turns. It was an amazing feeling – one minute your feet are on the ground, and the next, you're high up in the air.

For a time, we were swinging on the swing and watching the smoke coming from the volcano. After 20 minutes, there was a lot more smoke and loud noises. We could see an enormous cloud of ash in the sky. One part of me was thinking, 'This is so cool', but the other part was thinking, 'Are we in danger?' The cloud started to cover the sky. I asked my friend Sean to try to take a good photo of me with the volcano in the background. When people see this photo, they say, 'Wow, you look so relaxed.' But I was terrified! Then we heard local people saying, 'We have to go', and we knew it was time to leave.

I made the photo my profile picture. Some time later, I was in a doctor's waiting room, and I was looking through a *National Geographic* magazine when I saw the photo. Sean had won a prize in a travel photo competition!

Adapted from The Guardian

www.frenglish.ru

3 GRAMMAR past continuous

a Look at the highlighted verbs in two sentences from the article in **1.**

We were watching the smoke coming from the volcano.

I was looking through a *National Geographic* magazine when I saw the photo.

Which verb describes...?

1 an action in progress at a specific moment in the past

2 the situation during the story

b Underline more examples of the past continuous in the article.

c **Grammar Bank** 2B *p.136*

d Video Watch the video. Make a sentence for each clip using the past continuous and the past simple.

1 She was surfing when she saw...

4 LISTENING & PRONUNCIATION
weak forms: *was*, *were*

a Look at six photos from Anya's social media page. Which person do you think is Anya? Who do you think the other people are?

b 2.12 Listen to Anya talking about the photos. Label them 1-6 in the order she describes them.

c Listen again and check. What else can you remember about each photo?

d 2.13 Listen to six sentences and write the missing words.

1 _____ _____ my first term at university.

2 I _____ _____ with him in the Easter holidays.

3 We _____ _____ a music course.

4 _____ _____ at school together.

5 She took this when we _____ _____ the Colosseum.

6 We _____ all _____ champagne, and Roz _____ _____ the hard work!

e Listen again. Are *was* and *were* stressed or unstressed?

Glossary
punting going along a river in a long, flat boat

5 SPEAKING

Talk to a partner. Give more information if you can.

1 Do you post photos on social media? What kind? If not, how do you share photos with friends and family?

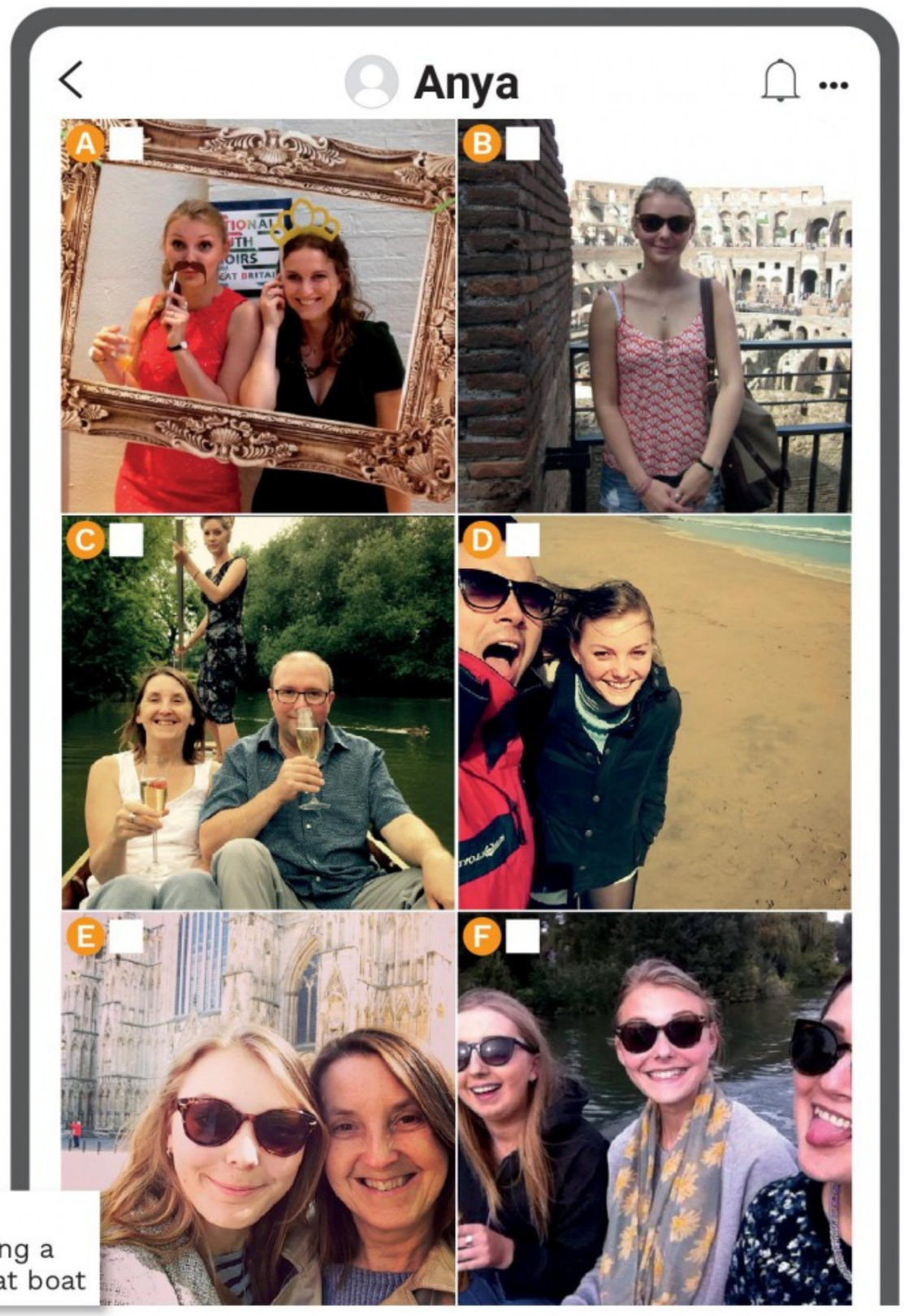
2 Do you have a photo as a background on your phone, tablet, or computer? Who or what is it of? What's the story behind it?

3 Do you have any photos you really like on your phone? Show them to your partner. What was happening at the time?

4 Do you have a favourite photo of yourself as a child? Who took it? What were you wearing? Is there a story behind it?

6 WRITING describing a photo

Writing Bank 2 *p.116* Write a description of your favourite photo.



www.frenglish.ru

2C One dark October evening

G time sequencers and connectors
V verb phrases
P word stress

Why did the DJ wait for Hannah? *Because he wanted to see her again.*

1 GRAMMAR
time sequencers and connectors

a You're going to read a story called *One dark October evening*. Look at the photos. What do you think the story is about?

b 2.14 Read the story once. Then complete it with a word or phrase from the list. Listen to the story and check.

After that One evening in October Suddenly
The next day ~~Two minutes later~~ When

Hannah met Jamie last summer. It was Hannah's birthday and she and her friends went to a club. They wanted to dance, but they didn't like the music, so Hannah went to speak to the DJ. 'This music is awful,' she said. 'Could you play something else?' The DJ looked at her and said, 'Don't worry, I have the perfect song for you.'

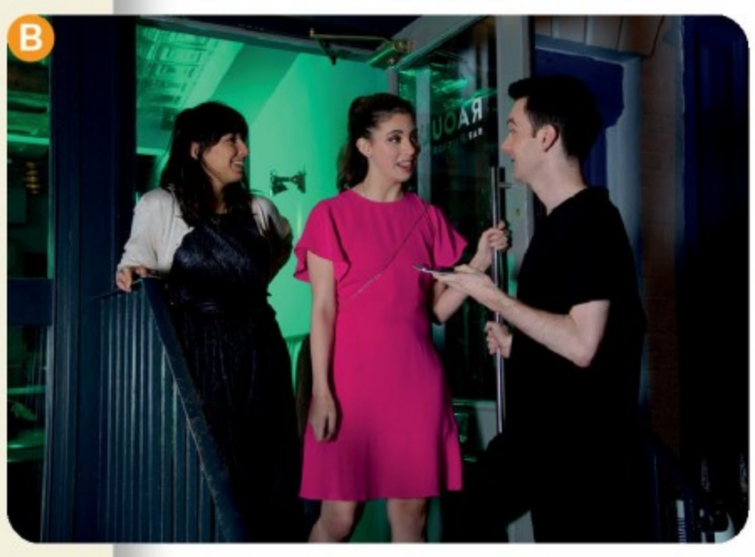
[1]Two minutes later, he said, 'The next song is by Pink. It's called 'Get the Party Started' and it's for a beautiful girl over there who's wearing a pink dress.' Hannah knew that the song was for her. [2]_____ Hannah and her friends left the club, the DJ was waiting for her at the door. 'Hi, I'm Jamie,' he said to Hannah. 'Can I see you again?' So Hannah gave him her phone number.

[3]_____, Jamie phoned Hannah and invited her to dinner. He took her to a very romantic French restaurant and they talked all evening. Although the food wasn't very good, they had a wonderful time.

[4]_____, Jamie and Hannah saw each other every day. Every evening, when Hannah finished work, they met at 5.30 in a coffee bar in the high street. They were madly in love.

[5]_____, Hannah was at work. As usual, she was going to meet Jamie at 5.30. It was dark and it was raining. She looked at her watch. It was 5.20! She was going to be late! She ran to her car and got in.

At 5.25 she was driving along the high street. She was going very fast because she was in a hurry. [6]_____, a man ran across the road. He was wearing a dark coat, so Hannah didn't see him at first. Quickly, she put her foot on the brake...



www.frenglish.ru

c With a partner, read the story again and answer the questions.

1 Why did Hannah go and speak to Jamie?
2 Why did Jamie play 'Get the Party Started'?
3 What happened when Hannah left the club?
4 What was the restaurant like?
5 Where did they go every evening after that?
6 What was the weather like that evening in October?
7 Why was Hannah driving fast?
8 Why didn't she see the man?

d From memory, complete the sentences from the story with *so*, *because*, or *although*. Then check in the story.

1 She was going very fast _____ she was in a hurry.
2 _____ the food wasn't very good, they had a wonderful time.
3 He was wearing a dark coat, _____ Hannah didn't see him at first.

e **Grammar Bank** 2C *p.136*

f Complete the sentences in your own words. Then compare with a partner. Are any of them the same?

1 We fell in love on our first date. Two months later...
2 I went to bed early last night because...
3 The weather was beautiful, so we decided...
4 It was really cold last night, and when I woke up this morning...
5 Although we didn't play well in the final,...
6 I was driving along the high street listening to the radio. Suddenly,...

2 PRONUNCIATION word stress

Stress in two-syllable words

Approximately 80% of two-syllable words in English are stressed on the first syllable.

Most two-syllable nouns, adjectives, and adverbs are stressed on the first syllable, e.g. *mother*, *happy*. However, many two-syllable verbs and prepositions or connectors are stressed on the second syllable, e.g. *arrive*, *behind*, *before*.

a Underline the stressed syllable in these words from the story.

a|cross af|ter a|gain a|long al|though aw|ful
be|cause birth|day eve|ning in|vite per|fect quick|ly

b 2.18 Listen and check. Practise saying the words.

c With a partner, invent a sentence using two or more of the words in **a**.

After dinner, we walked home across the park.

3 VOCABULARY verb phrases

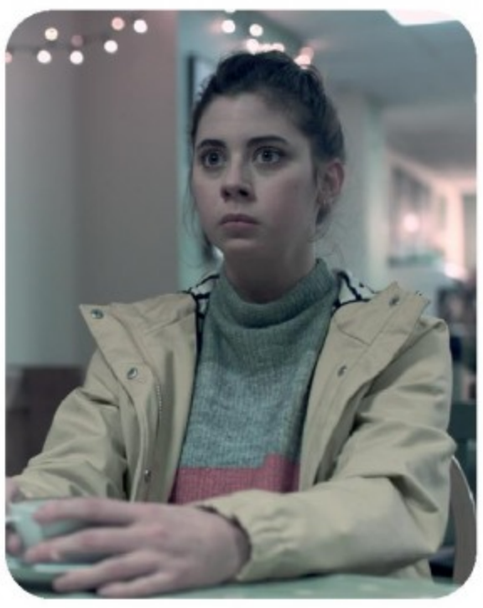
a Make verb phrases with a verb from list **1** and a phrase from list **2**. All the phrases are from the story.

invite somebody to dinner

1	2
~~invite~~	along the high street
have	somebody your phone number
drive	a song
meet	across the road
give	in a hurry
take	in a coffee bar
wait	for somebody
be	the club (very late)
play	~~somebody to dinner~~
leave	somebody to a restaurant
run	a great time

b Cover list 1. Try to remember the verb for each phrase.

4 LISTENING



a There are two different endings to the story of Hannah and Jamie. Have a class vote. Do you want to know the happy ending or the sad ending?

b Video *Happy ending*, Video *Sad ending*. What do you think is going to happen in the ending you have chosen? Watch and check.

5 SPEAKING

Communication If you chose the happy ending, answer the questions in *Happy ending* *p.105* If you chose the sad ending, answer the questions in *Sad ending* *p.106*

www.frenglish.ru

1&2 Revise and Check

GRAMMAR

Circle a, b, or c.

1 ___ any brothers or sisters?
a Have you b Do you c Do you have

2 ___ last night?
a Where you went b Where did you go
c Where you did go

3 My husband ___ football.
a doesn't like b don't like c doesn't likes

4 Her parents ___ a small business.
a has b haves c have

5 I ___ to music when I'm working.
a never listen b don't never listen c listen never

6 In the picture the woman ___ a blue skirt.
a wears b wearing c is wearing

7 **A** What ___? **B** I'm looking for my keys.
a you are doing b do you do c are you doing

8 She's at university. She ___ history.
a 's studing b 's studying c studying

9 We ___ to Malta last August.
a were b went c did go

10 I saw the film, but I ___ it.
a didn't liked b don't liked c didn't like

11 When I got home, my parents ___ on the sofa.
a were sitting b was sitting c were siting

12 What ___ at 11 p.m.? You didn't answer my call.
a you were doing b you was doing c were you doing

13 She couldn't read the menu because she ___ her glasses.
a wasn't wearing b didn't wear c didn't wearing

14 We had lunch in a restaurant. ___ we decided to go for a walk.
a After b Then c When

15 We had a great time, ___ the weather wasn't very good.
a so b because c although

VOCABULARY

a Complete the phrases with a verb from the list.

book do drive invite leave look play stay take wear

1 **A** What do you _____? **B** I'm a doctor.
2 **A** What does she _____ like? **B** She's tall and slim.
3 She doesn't usually _____ jewellery, only her wedding ring.
4 **A** Did you _____ any photos? **B** No, I didn't.
5 **A** Where did you _____? **B** In a small hotel.
6 Did you _____ your flight online?
7 **A** Let's _____ your parents to dinner. **B** Good idea.
8 **A** Are you going to _____ there?
B No, we're going to get the train.
9 **A** Go on! Ask the DJ to _____ our song! **B** OK.
10 **A** What time do we need to _____ home tomorrow?
B About 7.00. Our flight is at 9.00.

b Complete with *at*, *in*, or *on*.

1 The meeting is _____ 13th March.
2 **A** Where's Mum?
B She's _____ the kitchen.
3 He was born _____ 1989.
4 **A** Where's the dictionary?
B It's _____ the shelf in my room.
5 Mark's not back yet – he's still _____ school.
6 It's a very quiet town, especially _____ night.
7 We went to Iceland _____ September.

c **Circle** the word that is different.

1 straight long curly beard
2 warm lazy generous funny
3 talkative mean unfriendly cold
4 dress shirt earrings jacket
5 socks gloves trainers sandals
6 necklace bracelet ring scarf
7 windy foggy noisy sunny
8 basic dirty uncomfortable luxurious

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds

Consonant sounds

b **Sound Bank** *p.174–5* Say more words for each sound.

c What sound in **a** do the **pink** letters have in these words?

1 qu**i**et
2 sk**i**ing
3 book**ed**
4 listen**ed**
5 noi**s**y

d Underline the stressed syllable.

1 ex|tro|vert
2 o|ver|weight
3 brace|let
4 on|line
5 comfor|ta|ble

www.frenglish.ru

Can you understand this text?

a Read the article once. What countries can you see in the photos? Match the headings to the tips.

A *Adapt to the situation*
B *Get up early and stay out late*
C *Think about the background*

b Read the article again. Mark the sentences **T** (true) or **F** (false).

1 One of the best times to take a photo is early evening.
2 Your holiday photos will never be as good as the ones on travel websites.
3 It's important to notice everything before you take a photo.
4 Never take a nature photo when there are people in the background.
5 There were a lot of people everywhere when the writer was in India.
6 She took a photo of people taking photos.

Can you understand these people?

Lewis Susie Shoshanna Susan Sam

Video **Watch and answer the questions.**

1 Lewis looks like _____.
a his father b his mother c his mother and his father
2 In the Dali painting that Susie likes, there are some dripping _____.
a clocks b rocks c socks
3 Shoshanna went to Guyana because she wanted to learn _____.
a about the animals and plants there
b about her family history c the language
4 Susan doesn't put photos of _____ on Instagram.
a gardens b flowers c people
5 Sam only likes watching _____.
a films with a happy ending b films with a sad ending
c good films

Can you say this in English?

Tick (✓) the box if you can do these things.

Can you...?

1 ☐ ask and answer six questions about your home and family, work / studies, and free-time activities
2 ☐ describe the appearance and personality of a person you know well
3 ☐ describe a photo in this book and say what is happening, what the people are wearing, etc.
4 ☐ ask and answer three questions about a holiday
5 ☐ describe a favourite photo and say what was happening when you took it
6 ☐ say three true sentences using the connectors *so*, *because*, and *although*

How to take better holiday photos

Holiday time is the one time we all take photos. You're in a strange new place, the sun is shining, and you want to record your surroundings and happy memories. So how do you take the perfect holiday photos? Here are three useful tips...

1 _____

The best times for travel photography are around sunrise and sunset, known as the 'blue hour' and the 'golden hour'. They give you the prettiest light and the most interesting skies, but you also avoid the crowds and can get those gloriously empty images of your destination that you see on all the travel websites. I took this image of our campsite in the Sahara Desert, Morocco, at the blue hour, just after sunset, while the rest of my tour group were drinking round the campfire.

2 _____

Think about the whole shot. Is there a parked car blocking the view? Did a tourist just get into the back of the photo? Ask yourself, 'What is this photo OF?' and then move your position or wait until the person has moved away. In this image of the Islas Malvinas (Falkland Islands), I included the people, as I wanted to contrast the group with the birds, but if you wanted this to just be a photo of the birds, you could move or zoom in.

3 _____

When I was in India, I found everywhere was really crowded, so instead of trying to take photos of buildings (quite boring anyway), I decided to photograph the other people, and came back with some much more interesting travel images as a result. Here the temple was full of tourists, so I photographed them taking selfies.

Adapted from a travel website

www.frenglish.ru

3A The waiting game

G *be going to* (plans and predictions)
V airports
P the letter *g*

What are we going to do? *We're going to visit the Louvre.*

1 VOCABULARY & LISTENING airports

a When was the last time you went to an airport? Was it to travel somewhere or to pick up or drop off someone?

b Look at the airport signs and match them to the words and phrases below.

- arrivals
- bag drop
- baggage reclaim
- check-in
- customs
- departures
- gates
- lifts
- passport control
- security check
- terminal
- trolley

c 3.1 Listen and check. Then cover the words and look at the signs. Say the words and phrases.

d 3.2 Listen and write seven places where you could hear these announcements or conversations.

2 PRONUNCIATION the letter *g*

a Look at the word *ba**gg**a**ge***. How are *gg* and *ge* pronounced?

b Put the words from the list in the correct group.

gate foggy forget guide large village engineer agent guest region emergency begin gift general guarantee organize

girl	
jazz	

c Video Watch and check. Then practise the sounds and words.

3 READING & SPEAKING

a Have you ever spent a long time waiting at an airport? Why? How long for?

b Read an article about what to do when you're waiting at an airport. Have you ever done any of these things? Which tips do you like best?

Bored at the airport?

We all look forward to holidays, but sadly, flight delays are getting more and more common. Waiting for hours at an airport can be a terrible start or end to a holiday. Shopping at airports can be expensive and even if there are lots of cafés, you can't spend hours eating. Don't let delays ruin your holiday! Here are some tips that can make your delay, if not a pleasure, at least more enjoyable.

✈ **Learn something new** Watch a cooking video online for something you've always wanted to make, like an exciting cake or sushi. Or [1]___, use an app to learn some basics, for example, if you're waiting for a flight to Türkiye, learn some survival Turkish!

✈ **Contact someone you haven't spoken to for a long time** There are always people you are planning to write to or have a chat to. Use this unexpected free time to send them a long message, or [2]___.

✈ **Meditate and exercise** Find a quiet place and meditate for 10 minutes. It takes your mind off the present and into a calmer zone. Then go for a walk round the airport, [3]___. You'll improve your mental and physical fitness!

✈ **Play a game or watch a film** Play an online game with a friend. It could be chess, or Scrabble, or maybe a role-play game. Watch a film you missed when it came out, or [4]___.

✈ **Make a new friend** Look around and you are sure to see some fellow travellers who are suffering just like you. [5]___, you'll have some good company. You never know, exchanging a travel story may end up with you making a good friend for life!

www.frenglish.ru

c Read the article again and complete the tips with phrases A–E.

A even call them and have a long conversation

B some more episodes of your latest favourite TV series

C Say hello, and if the conversation goes well

D using your phone to count the steps

E if you're going to somewhere where you don't speak the language

d In pairs, try to remember...

1 two new things you could learn to do.

2 something you could do with an old friend.

3 two ways to improve your well-being.

4 three types of games you could play; two things you could watch.

5 a way to make a new friend.

e Work in pairs. Look at some more tips from different online articles. Tick (✓) the tips that you think are a good idea. Cross (✗) the ones that you would never do. Compare with a partner and say why.

1 ☐ Go to the duty-free shop and test the perfumes. Find one you really like and one you hate.

2 ☐ Read something new. Go to an airport bookshop and choose a book by an author you've never read before. Read at least ten pages if you can.

3 ☐ Look at the departures board and choose an exciting destination. Then google some information about the city and the country.

4 ☐ Get some exercise. Go for a run (or fast walk!) and challenge yourself to visit every gate in your terminal.

5 ☐ If you have a heavy backpack, find a massage chair, and let it massage your shoulders for ten minutes.

6 ☐ Watch other people. Imagine what their life is like. Compare with a friend and see if you agree!

7 ☐ Pay a little extra for an airport lounge and have a shower and free food and drink.

8 ☐ If you have a long delay or a stopover, and the airport is not too far from the city centre, go on a guided tour of the town.

f Look at the highlighted words and phrases related to airports in **e**. What do you think they mean?

4 GRAMMAR

be going to (plans and predictions)

a Look at the photo. Where do you think the two men are? Do you think they know each other?

b Video Watch the video and check. Then complete 1–9 with **J** (Jake) or **A** (Alex).

1 ___ lives in Chicago.

2 ___ is going to a conference.

3 ___ is on holiday.

4 ___ is planning to visit different places.

5 ___ hasn't been to England before.

6 ___ would like ___ to show him round Oxford.

7 ___ has someone he wants to see in the UK.

8 ___ agrees to have a drink with ___.

9 ___ finds ___'s phone.

c 3.3 Look at some sentences from the conversation. Complete the gaps with a form of *be going to* + a verb from the list. Then listen and check.

be do give have leave

1 I _____ a talk at a conference in Oxford, actually.

2 I _____ a tour of the UK.

3 I'm sure you _____ a great time.

4 _____ you _____ there all week?

5 We're probably _____ for some time.

d In pairs, decide if 1–5 in **c** are plans or predictions about the future. Write **Pl** (plan) or **Pr** (prediction).

e G **Grammar Bank** 3A *p.138*

5 SPEAKING

C **Communication** What are we going to do? *p.105*

Plan the day for some visitors to your town / city.

www.frenglish.ru

3B Can we meet?

G present continuous (future arrangements)
V verbs + prepositions, e.g. *arrive in*
P linking

What are you doing in the morning? *I'm having a meeting.*

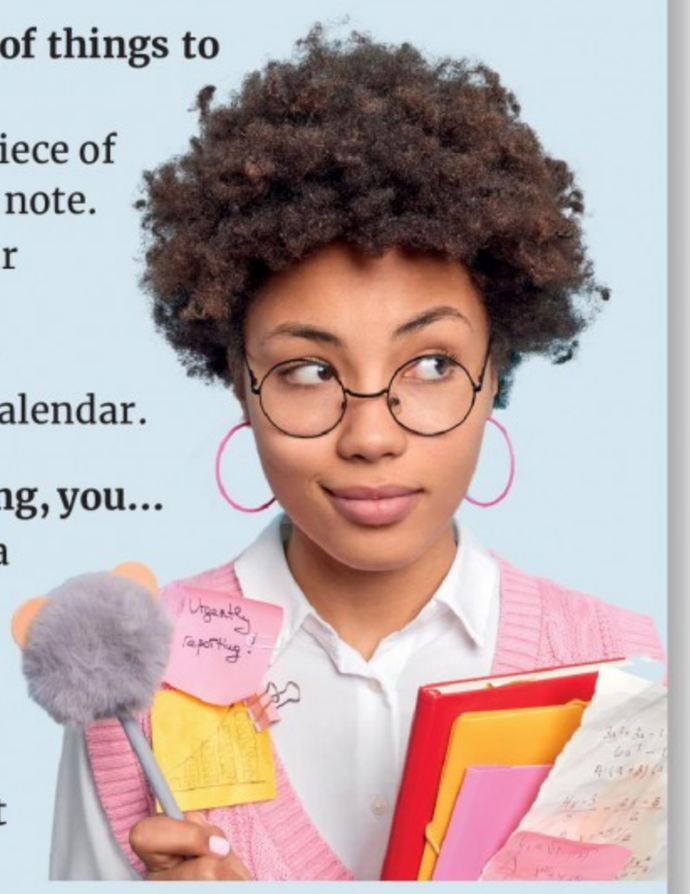
1 READING & SPEAKING

a Read the quiz and choose your answers. Then compare with a partner.

b C **Communication** How organized are you? *p.105*
Calculate your score and read the results. Do you agree with them?

c Compare your results with a partner. How similar are you? Do you know anybody who is very organized or very disorganized?

How organized are you?



1 When you have lots of things to do, you...
a write them on a piece of paper or a Post-it note.
b keep them in your head.
c put them in your phone, diary, or calendar.

2 When you go shopping, you...
a sometimes have a list.
b always have a list.
c decide what to buy when you get there.

3 When you meet friends for dinner,...
a your friends sometimes arrive before you.
b you are usually the first to arrive at the restaurant.
c your friends always need to wait for you.

4 When you go on holiday, you...
a pack a few hours before leaving. If you've forgotten something, you buy it when you get there.
b make a list of what to take and start packing a few days before.
c look through your wardrobe and pack the night before you go.

5 When you travel by plane or train, you...
a arrive at the airport or station a long time before you really need to be there.
b usually arrive at the recommended time.
c leave home at the last possible minute.

2 VOCABULARY & PRONUNCIATION
verbs + prepositions, linking

a Look at two extracts from the quiz. Complete the missing prepositions.
1 ...you are usually the first to arrive _____ the restaurant.
2 ...your friends always need to wait _____ you.

b V **Vocabulary Bank** Prepositions *p.161*
Do Part 2.

c 3.6 Listen and write six sentences with linking, that is, connected speech.

Linking
Remember that when a word which ends in a consonant sound is followed by one which begins with a vowel sound, the words are linked, i.e. pronounced as one word, e.g. *Let's talk‿about* /ˈtɔːkəbaʊt/ *your problem.* This can make it difficult to understand the individual words.

1 _____ (5 words)
2 _____ (5 words)
3 _____ (4 words)
4 _____ (6 words)
5 _____ (5 words)
6 _____ (7 words)

d Practise saying the sentences in **c**.

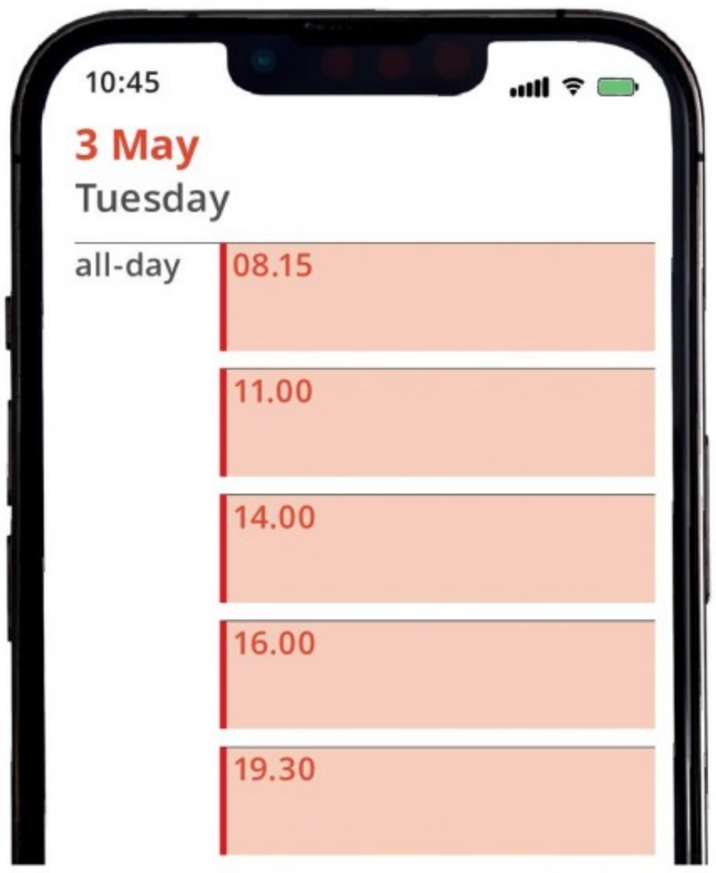
3 LISTENING

a 3.7 Jake has arrived in the UK for a conference. Listen to his phone conversation with Sarah. How does he feel a) after the flight, b) about seeing Sarah? Do you think Sarah is looking forward to seeing Jake?

www.frenglish.ru

b Listen again. Then complete Jake's calendar with the appointments from the list. There are two you don't need.

conference party | dinner with Mark
lunch with David | meet Sarah | my talk
climate change talk | breakfast meeting



c Video Watch *The meeting*. What are the two surprises for Jake? How does he feel at the end?

4 GRAMMAR present continuous (future arrangements)

a 3.8 Listen and complete five extracts from the conversations between Jake and Sarah. Do they all refer to a) the present, b) the future?

1 I'm _____ to London from Wednesday to Friday.
2 I'm _____ dinner with Mark Taylor.
3 I'm _____ my talk at 2.00.
4 Are you _____ anything on Saturday?
5 We're _____ _____ on Saturday.

b G **Grammar Bank** 3B *p.138*

c Work with a partner. Look at Jake's calendar and ask and answer questions.

What's Jake doing at 8.15 in the morning?

He's having...

5 SPEAKING

a 3.10 Listen to a conversation. Then listen again and repeat. Try to copy the speaker's intonation.

A Would you like to go out for dinner?
B I'd love to.
A Are you free on Thursday?
B Sorry, I'm going to the cinema.
A What about Friday? What are you doing then?
B Nothing. Friday's fine.
A OK. Let's go to the new Italian place.
B Great!

b Practise the conversation with a partner.

c Complete your calendar with different activities for <u>three</u> evenings next week.

	Mon	Tue	Wed	Thu	Fri	Sat
evening						

d Talk to other students. Try to find evenings when you are both free and suggest doing something. Put it in your diary. Try to make an arrangement with a different person for every free evening.

Are you free on Tuesday evening?

Sorry, I'm studying for an exam.

What about Wednesday? What are you doing then?

6 WRITING an informal email

W **Writing Bank** 3 *p.117* Write an email about travel arrangements.

www.frenglish.ru

3 Word games

- G defining relative clauses
- V paraphrasing
- P silent e

What's a bakery? *It's a place where you can buy bread and cakes.*

1 READING & LISTENING

a Do you like playing word games like Scrabble, or doing crosswords? Look at the letters on the page. How many words of four or more letters can you make in three minutes?

b Read about a TV game show. Is there a similar show in your country? Have you ever seen it?

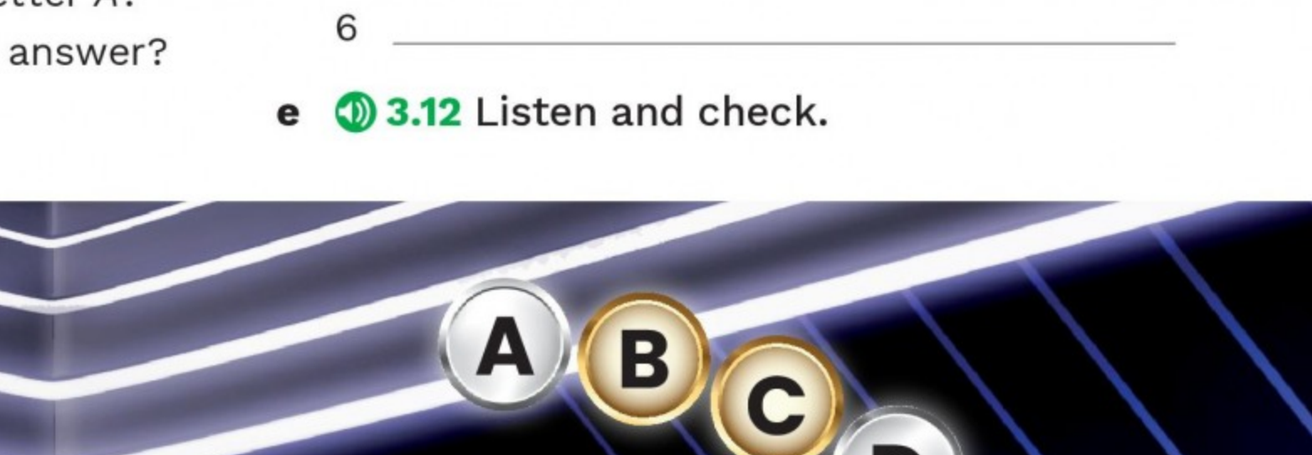
c Read the text again. Then cover it and answer the questions.

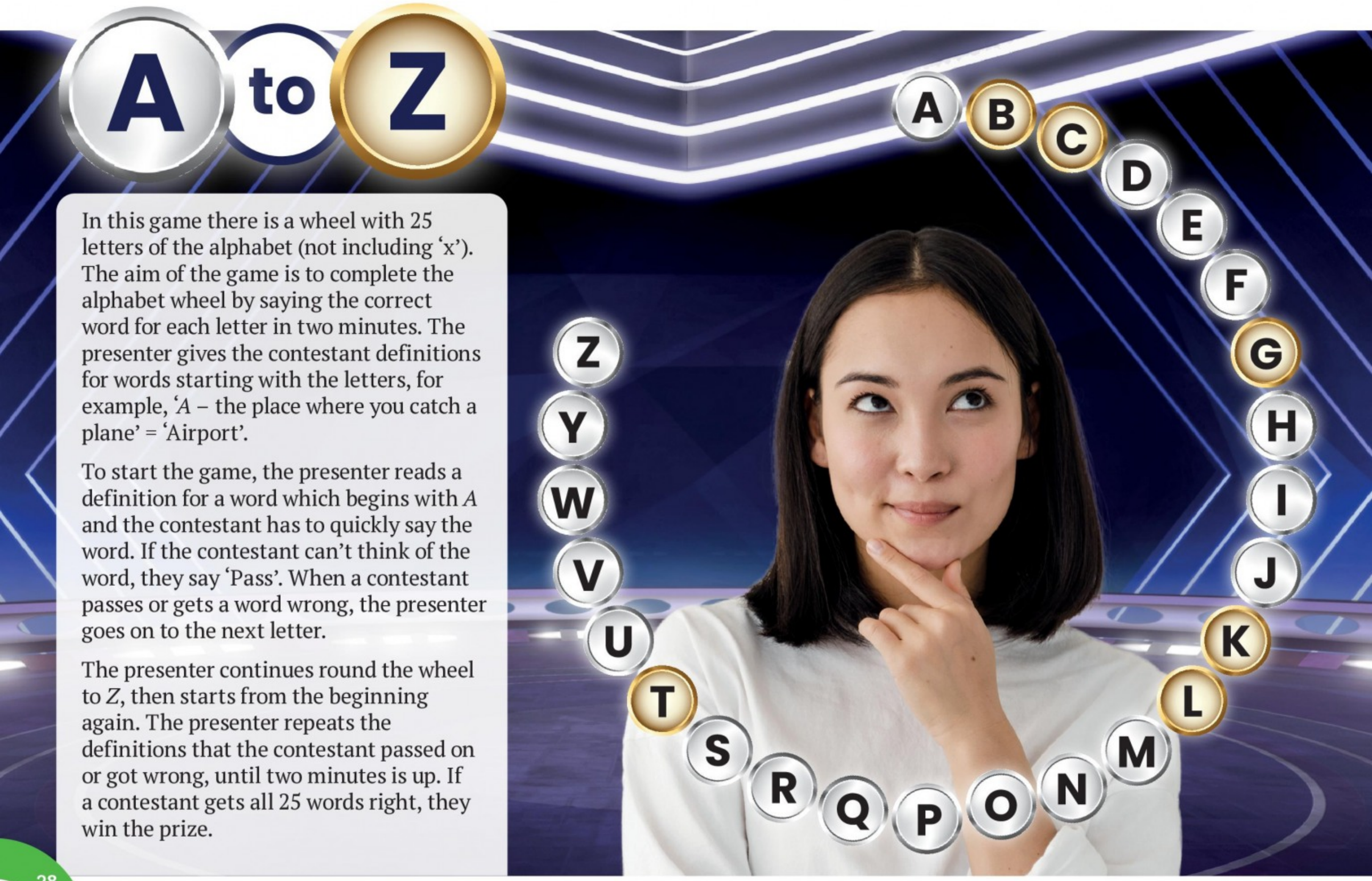
1 What is the aim of the game?
2 How long do contestants have to say all the words?
3 What is the example definition and word for the letter *A*?
4 What happens if the contestant doesn't know the answer?
5 How does the contestant win the prize?

d 3.11 Victoria is a contestant on the show. She has passed on six letters, and she has 30 seconds left. Listen to the last six definitions. When you hear a 'ping', write the word. Do you think Victoria is going to win?

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

e 3.12 Listen and check.





In this game there is a wheel with 25 letters of the alphabet (not including 'x'). The aim of the game is to complete the alphabet wheel by saying the correct word for each letter in two minutes. The presenter gives the contestant definitions for words starting with the letters, for example, '*A* – the place where you catch a plane' = 'Airport'.

To start the game, the presenter reads a definition for a word which begins with *A* and the contestant has to quickly say the word. If the contestant can't think of the word, they say 'Pass'. When a contestant passes or gets a word wrong, the presenter goes on to the next letter.

The presenter continues round the wheel to *Z*, then starts from the beginning again. The presenter repeats the definitions that the contestant passed on or got wrong, until two minutes is up. If a contestant gets all 25 words right, they win the prize.

www.frenglish.ru

2 GRAMMAR defining relative clauses

a Look at three of the definitions Victoria heard in the show. Complete them with *who*, *which*, or *where*.

1 It describes a place _____ there are a lot of people.
2 It's an adjective for someone _____ doesn't like studying or working.
3 It's a thing _____ you use in an airport to help you with your cases.

b **Grammar Bank** 3C *p.138*

3 VOCABULARY & SPEAKING paraphrasing

a What do you usually do if you're talking to someone in English and you don't know a word that you need?

a Look up the translation on your phone.
b Try to mime the word.
c Try to explain what you mean using other words you know.

b **3.14** Complete the useful expressions with these words. Then listen and check.

example kind like opposite similar
somebody something somewhere

Useful expressions for explaining a word that you don't know:

1 It's _____ who shows you round a city or a museum.
2 It's _____ which we use to pay, instead of cash.
3 It's _____ where people go when they want to send a parcel or a letter.
4 It's a _____ of fruit. It's long and yellow.
5 It's the _____ of *expensive*.
6 It's _____ a sweater, but it has buttons.
7 It's _____ to a wallet, but it's also for coins.
8 It's a verb. For _____, you do this to the TV when you've finished watching something.

c What are the words for definitions 1–8 in **b**?

d Complete the definitions for these words.

1 **a DJ** It's somebody...
2 **an art gallery** It's somewhere...
3 **a camera** It's something...
4 **a lift** It's a kind of...
5 **sunbathe** For example, you do this...
6 **curly** It's the opposite...

e Play A to Z with letters A–E. Think of a word which begins with each letter and write a definition for each word. Then work in groups of three or four. Start with *A*, and read your definition. Do the other students know the words?

It begins with A. It's a person who...

4 PRONUNCIATION silent e

Silent e

e at the end of a word is normally not pronounced, but it usually changes the sound of the vowel before it. When a word ends in silent e, the preceding vowel sound is usually the same as that letter of the alphabet, e.g. *sit* /sɪt/, *site* /saɪt/, *fat* /fæt/, *fate* /feɪt/.

a Look at two definitions. What are the words? How does the pronunciation of the first word change when you add an *e*?

1 It's a thing which you wear on your head.
_____
2 It's a verb which means the opposite of *love*.

b Look at some more pairs of words. How do you pronounce them?

bit – bite
not – note
cut – cute
plan – plane

c **3.15** Listen to the definitions for three more similar word pairs. Try to write the words.

1 a _____ – b _____
2 a _____ – b _____
3 a _____ – b _____

d How do you pronounce the words below?

e **3.16** Listen and check.

5 SPEAKING

Communication Split crossword **A** *p.105* **B** *p.111* Ask your partner for definitions to complete your crossword

What's two across? *It's a place where...*

www.frenglish.ru

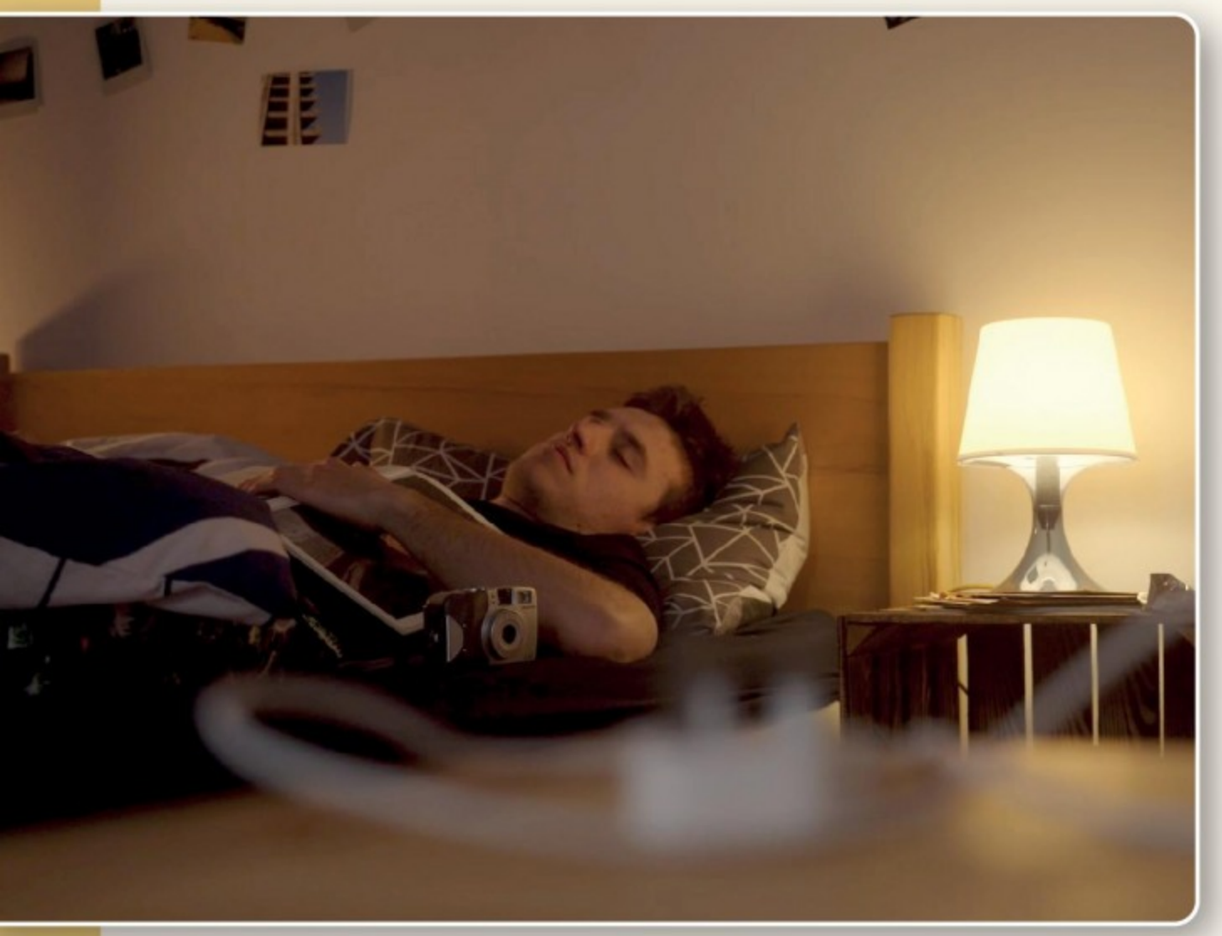
EPISODE 2 PICTURES OF YOU

A work dinner

Practical English problems at a restaurant

1 AN EARLY MORNING VISIT

a Look at the photos. What's happening?



b Video Watch *An early morning visit* and check. Then answer the questions.

1 Why is Ben still in bed?

2 Why is Izzy going to work early today?

c Watch again. Why do they mention these things?

a phone charger 7.10 a.m. Les Amis 7 p.m.
a bike helmet

2 PROBLEMS AT A RESTAURANT

a Video Watch *Problems at a restaurant*. Then answer the questions.

1 What do Max and Izzy order?

2 What three problems are there with the meal?

b Watch again. Complete the **You hear** phrases.

You hear	You say
Are you ready to [1] _____?	Yes, please.
Can I get you something to [2] _____ with?	OK. Do we want starters? No, thank you. I'd like the tuna.
Would you like that with salad, or [3] _____?	Salad, please.
And for you?	I'll have the steak, please.
How would you like your steak? Rare, medium, or well [4] _____?	Rare.
The tuna for you, the steak for you. The other [5] _____ are coming.	Excuse me. I asked for salad, not chips.
Oh, I'm sorry. No problem, I'll [6] _____ it.	Excuse me.
Yes?	I asked for my steak rare and this is medium.
I'm really sorry. I'll [7] _____ it back to the kitchen.	
	Can we have the bill, please?
Of course.	I think there's a mistake here. I had the salad, not chips. And Izzy had the steak.
I'm very [8] _____. I'll change that.	

www.frenglish.ru

c Video Watch and repeat the **You say** phrases. Copy the rhythm. Then practise the conversation with a partner.

d **ROLE-PLAY** Work in pairs. Use the menu to order food. Have a conversation. Then change roles.

A You are the waiter. Take **B**'s order.
Begin: *Are you ready to order?*

B You are the customer. Look at the menu and order your meal.

A Give **B** their meal.

B There's a problem with your meal. Explain the problem to **A**.

A Apologize and try to solve **B**'s problem.

B Ask for the bill. When you get it, you see there's a mistake. Tell **A**.

A Apologize and try to solve the problem.

3 A REAL JOB?

a Video Look at the photos. How do you think Max, Izzy, and Ben are feeling? Watch *A real job?* and check. Did Ben enjoy the meal? Why (not)? Who paid?

b Watch again. Who says...? Write **B** (Ben), **E** (Emma), **I** (Izzy), or **M** (Max).

1 **His** photos are amazing! ___
2 Maybe you can work for **us** in a few years. ___
3 Do **you** have a real job? ___
4 Well, **they**'re just a bit fake, that's all. ___
5 **She** likes these people, right? ___
6 **She**'s changing. ___

c Look at the sentences in **b** again. Who do the **bold** words refer to?

4 SOCIAL ENGLISH

a Match a phrase from **A** with a response in **B**.

A	B
1 You're up early today.	___ Yes. I guess you're right.
2 Thanks for coming this evening.	___ Don't worry, Ben. We haven't ordered yet.
3 Sorry I'm late.	___ I didn't enjoy it much.
4 People always need coffee.	___ Actually, I'm late.
5 How was your evening?	___ No problem.

b Video Watch and check.

c In pairs, practise the phrases and responses. Then change roles.

WHAT DO YOU THINK?

In pairs, talk about Max and Izzy. Do you think Izzy likes Max? Do you like him? Do you agree with Ben that Izzy is changing? Do you think Ben and Izzy's relationship is going to last?

www.frenglish.ru

4A Have you finished yet?

G present perfect + *yet*, *just*, *already*
V housework, *make* or *do*?
P the letters *y* and *j*

Have you cleaned the bathroom yet? *Yes, I've already done it.*

1 VOCABULARY housework, *make* or *do*?

a Read the article quickly. What's the missing word in the headline?

Don't argue about _____ – do it together!

According to a US survey, 80% of couples have disagreements about jobs in the house. The survey found that the most common disagreements were about when to do the housework, how to do it, and who should do it. Over half said that they often cleaned something again after their partner did it. Expert Sasha Mogensen suggests making a list of jobs you need to do every week, and who is going to do them and when. She says couples should write down a day and time for each job, for example:
Anna – clean the bathroom on Saturday mornings
Ben – load the dishwasher before going to bed.

When the week's jobs are completed, you can reward yourselves with something you can enjoy together. Sasha says that if there is a 'group reward', couples work together better.

Adapted from a news website

b Read the article again. Which verbs go before *the housework*, *the bathroom*, and *the dishwasher*?

c V **Vocabulary Bank** Housework, *make* or *do*? *p.162*

d Do you ever argue with your family about housework?

2 GRAMMAR present perfect + *yet*, *just*, *already*

a Video Watch three conversations. What kind of housework are they about?

b Complete the conversations 1–3 with a past participle from the list. Watch again and check.

been broken done ~~finished~~
got made put started

1

A Have you *finished* the washing-up?
B Not yet.
A Have you _____ it?
B Er...yes.
A What's that noise? Have you _____ something?
B No! Well, only a glass.

2

A Hey!
B Hey! What's for dinner?
A I don't know. I haven't _____ anything. I've just _____ home.
B From the gym! Is there anything in the fridge?
A Nothing much. I haven't _____ to the supermarket yet.
B Oh!
A Maybe you can go?

3

A Are you going to take the rubbish out?
B I've already _____ it.
A And have you _____ a new bag in the bin?
B No, I couldn't find one. Where did you put them?
A In the usual place!

www.frenglish.ru

c Look at the highlighted words in the conversations in **b**. Then match sentences 1–3 to a–c.

He's made lunch. = Lunch is ready.

1 He's just made lunch.
2 He's already made lunch.
3 He hasn't made lunch yet.

a He's going to make lunch later.
b He made lunch earlier than usual.
c He made lunch very recently.

d G **Grammar Bank** 4A *p.140*

3 PRONUNCIATION & SPEAKING
the letters *y* and *j*

a Video **Watch and repeat the sounds and words.**

b 4.5 **Listen and repeat the pairs of words. How are the letters *y* and *j* pronounced at the beginning of words?**

1 a yet b jet
2 a yes b Jess
3 a yours b jaws

c 4.6 **Listen. Which word did you hear?**

d 4.7 **Listen. Say what's just happened.**

1 She's just broken a glass.

e C **Communication** Has he done it yet? *p.106* **Say what Max has already done or hasn't done yet.**

4 LISTENING

a **You're going to listen to a podcast of *The lazy person's guide to a clean and tidy home*. Look at tips 1–7. With a partner, guess what the missing words are.**

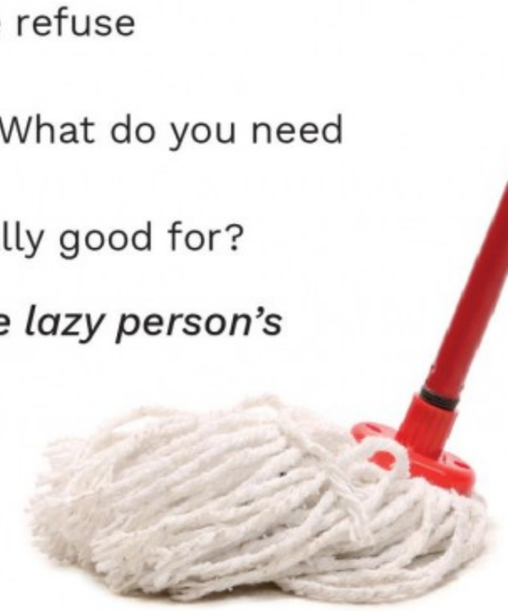
1 Clean quickly, but _____.
2 Keep cleaning products in the _____ place.
3 Clean the _____ regularly.
4 Use your _____ to clean other things.
5 Tell people to take off _____ _____ when they come in.
6 Use your socks to clean the _____.
7 Listen _____ _____ while you clean.

b 4.8 **Listen and check. How many did you guess right?**

c **Listen again and answer the questions about each tip.**

1 How long should you clean for and how often? What can you do to motivate yourself?
2 What is the right place to keep cleaning products? What happens if you don't know where the product is?
3 How does he recommend cleaning the microwave?
4 Why does he mention flip-flops and tools?
5 What does he suggest you do if people refuse to cooperate?
6 What kind of floor does this work for? What do you need to do when you finish cleaning?
7 What kind of housework is this especially good for?

d **Do you know anyone who would find *The lazy person's guide to a clean and tidy home* useful? Do you have any other tips?**



5 SPEAKING

Answer one group of questions in pairs.

Do you do any housework?

YES

- What housework do you do? How often do you do it?
- What housework do you hate doing? What don't you mind doing?
- Have you done any housework today? What kind?
- Is there any housework you enjoy doing, or find relaxing?
- What things need doing every day / every week / once or twice a year?

NO

- Why don't you do housework? Is your reason a good one?
- Who does the most housework in your home? Is everyone happy with this? Do people ever argue about it?
- Did you help with housework when you were a child? What age do you think children can start helping with housework? What kind of things can they do?
- Which kinds of housework are really necessary, do you think? Are there any things that don't need to be done at all, in your opinion?

www.frenglish.ru

4B How we shop

G present perfect or past simple? (1)
V shopping
P c and *ch*

Have you been to Zara recently? *Yes, I bought this coat there.*

1 LISTENING & VOCABULARY shopping

a Video Watch *Global chain stores*. What stores did you see? What do they sell? Which country did the brands start in?

b Can you remember the 'fun fact' about each brand? Watch again and check.

> **Glossary**
> **mould** a kind of black fungus that grows on cold, damp walls

c Talk to a partner.

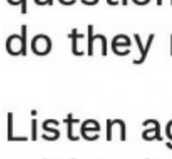
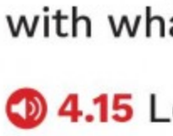
1 Do you have these stores in your country or city? If not, would you like to have them? Why (not)?
2 Do you prefer to visit a store or do you buy from their website?
3 What other big chain stores are there in your country or city?
4 Which chain stores do you shop at most often?
5 Do you prefer shopping at chain stores or independent shops? Why?

d V **Vocabulary Bank** Shopping *p.163*

2 PRONUNCIATION *c* and *ch*

a How is *c* pronounced in these words? Put the words in the correct group.

account bank card city click clothes create customer place receipt shopping centre

 **key**	
 **snake**	

b 4.12 Listen and check. When is *c* pronounced /s/?

c 4.13 How is *ch* usually pronounced? Listen and circle the words where *ch* is pronounced differently. How are they pronounced?

changing rooms cheap checkout chemist's choose cash machine

d Practise saying the words in **a** and **c**.

3 GRAMMAR present perfect or past simple? (1)

a 4.14 Listen to Grace, Emilia, and Leo answering questions about shopping. Which chain stores from **1a** do they mention?

b Listen again. What did each person buy? Are they happy with what they bought?

c 4.15 Look at the beginning of Grace's interview. What do you think the missing verbs are? Listen and check.

A [1]_____ you [2]_____ anything from a chain store recently?
B Yes, I [3]_____. I [4]_____ to H&M three weeks ago.
A And what [5]_____ you [6]_____?
B I [7]_____ a skirt.

d What tense is the first question and short answer? What tense is the rest of the interview?

e G **Grammar Bank** 4B *p.140*

f In pairs, ask and answer the questions.

Have you bought anything from a chain store recently? When? Which store was it? Did you buy in store or online? What did you buy? Were you happy with it?

www.frenglish.ru

4 SPEAKING

a Complete the questions with the past participle of the verb.

1 **Have you ever _____ (buy) or _____ (sell) anything on a secondhand website?** What was it?

2 **Have you ever _____ (buy) something online that arrived broken?** What was it? What did you do?

3 **Have you ever _____ (not receive) something you ordered?** What was it? Did you get it in the end?

4 **Have you ever _____ (lose) a bank card?** Where did you lose it? Did you get it back?

5 **Have you ever _____ (try) to take something back to a shop without the receipt?** Did they change it?

b Ask other students the **bold** present perfect questions in **a**. Try to find somebody who says *Yes, I have*. Then ask the past simple questions.

5 READING

a How often do you buy clothes online? If they arrive and they are not right, what do you normally do?

b Read paragraph 1 of an article about online shopping trends. Then look at the two highlighted phrases and answer the questions.

1 What do you understand by *free online returns*?

2 Find a phrasal verb that means the same as *to return something*.

c Read the rest of the article. Which paragraph 1–4...?

A ☐ gives examples of why returns are a problem

B ☐ describes how some customers feel and why

C ☐ suggests a solution

D ☐ describes a change in the way people shop

d Read paragraph 2 of the article again. What does the prefix *re-* mean in *refold*, *relabel*, and *resold*?

e Do you agree with the writer that free returns are a bad thing? Why (not)?

6 WRITING an opinion essay

Ⓦ **Writing Bank** 4 *p.118* Write an essay about shopping online.

Don't send it back

1 One of the biggest reasons why people stopped visiting shops was when fashion companies started to offer free online returns. People bought more and more clothes online and tried them on in their bedrooms. If they didn't like something, they could easily send it back. So people bought more things and they returned more of them. A recent study found that nowadays, 9% of UK consumers order clothes mainly to put on, take a photo, and post on social media. They then return them immediately.

2 But there's a big problem with returns – it's very bad for the environment. Almost all the clothes and shoes that you order online arrive in a plastic bag. About 180 billion plastic bags are produced every year for new clothes and shoes, and every return needs another new bag. It is also expensive to process returns. Someone needs to refold them, relabel them, and put them in a new bag before they can be resold. Unfortunately, it can be cheaper and easier to send returns to landfill. In the US, 2.6 million tonnes of returned goods go to landfill every year. It's awful, but it's the reality of modern fashion.

3 However, now companies like Uniqlo, Next, Zara, and Boohoo want to stop this, and they have decided to charge customers a small amount for each thing they return. We know this can work, because when supermarkets started charging people for plastic bags, people stopped using them, and brought their own bags instead. Charging for returns could have the same effect.

4 However, a lot of people aren't very happy about paying. One person tweeted that 'the fun is over'. Some complain that they need to order the same thing in different sizes and then return the ones that don't fit. It's true that paying to return things is annoying, but it's worth it for the future of our planet.

Adapted from The Guardian

www.frenglish.ru

4C Weekendvy

G *something, anything, nothing,* etc.
V adjectives ending *-ed* and *-ing*
P /e/, /əʊ/, and /ʌ/

Are you doing anything at the weekend? *Nothing special.*

1 READING & SPEAKING

a Look at some social media posts about weekends. Which two do you think are probably true?

New York for the weekend, amazing! #newyork #holiday

Sunday in the park with the family, picnic, and games ♥ #famfun #welovesummer

Spent all day Sunday working, then in bed at 9.00. #workaholic #terribleweekend #😴

Went to the Ritz for dinner on Saturday! #😃 #bestdayever

b Look at the definition of *envy* and the title of the article. What do you think *weekendvy* means?

envy (*noun*) the feeling of wanting to be in the same situation as somebody else

c Read the article and check. Then read the posts in **a** again and compare them with the 'top ten lies'. Do you now think you guessed right?

d Read the article again. Then choose the best summary.

Some people lie about what they did at the weekend because...

1 they enjoy making other people feel envious.
2 they are worried that other people will think they are boring.
3 they never do anything interesting at the weekend.

e Talk to a partner.

1 What do you usually answer when people ask you, 'Did you have a good weekend?' Is it always true?
2 How often do you <u>really</u> do activities 1–10?
3 When was the last time you had an exciting weekend? What did you do?

Do you suffer from 'weekendvy'?

A new study has shown that one in three of us lies about what we did at the weekend to impress friends and colleagues.

It's Monday morning, and you've just got to work. A colleague comes up to you, and the first thing he says is, 'So what did you do at the weekend?'

According to a study commissioned by a holiday company, a third of British workers said that in answer to this question, they lie to make themselves seem more interesting. The most popular lie is that they went out to a club or to the pub on a Saturday night. Other top lies include having dinner at an expensive restaurant, or going on a short romantic holiday. For this last one, people often just re-told a story of a previous holiday!

So why do people feel the need to lie? In fact, almost three-quarters of adults believe that they are having less fun at the weekend than other people. Psychologist Corinne Sweet says that 'weekendvy' is a psychological condition. 'We don't want to admit that most of our weekend time is spent trying to catch up with endless housework and other boring jobs. It's a horrible feeling that everyone else is having a better time than us, going away, partying, or having fun.'

So next time you're sitting at home feeling bored at the weekend, remember, your friends and colleagues are probably doing exactly the same thing!

The top ten lies workers tell about their weekend:

1 going to the pub
2 going to an expensive restaurant for dinner
3 going to the gym
4 doing a cultural activity
5 driving somewhere interesting
6 playing sports
7 going to a cocktail bar
8 going to a concert
9 going on a mini-break
10 going for a bike ride

Adapted from The Daily Mail

www.frenglish.ru

2 VOCABULARY
adjectives ending *-ed* and *-ing*

a Look at the two highlighted words in the article. Which word describes...?

1 how a person feels
2 a thing or a situation

b 4.18 Circle the correct adjective in the questions. Listen and check. How do you say the adjectives?

1 a Do you think Sundays are usually *bored* / *boring*?
b Are you *bored* / *boring* with your job or studies?
2 a What kind of weather makes you feel *depressed* / *depressing*?
b Do you think the news is always *depressed* / *depressing*?
3 a What activities do you find *relaxed* / *relaxing*?
b Do you usually feel *relaxed* / *relaxing* at the end of the weekend?
4 a Have you read any *interested* / *interesting* articles or books recently?
b What sports are you *interested* / *interesting* in?
5 a Are you *excited* / *exciting* about your next holiday?
b Are you doing anything *excited* / *exciting* next weekend?
6 a What were you *frightened* / *frightening* of when you were a child?
b Do you find horror films *frightened* / *frightening*?

c Ask and answer the questions with a partner. Give more information if you can.

3 GRAMMAR
something, *anything*, *nothing*, etc.

a Read some more posts about weekends. Complete the hashtags with *goodweekend* or *badweekend*.

1 Saturday night, friends away, ordered takeaway, but nothing on TV 🤔. #_____
2 Very excited! We're going somewhere hot and sunny – see you all on Monday! #_____
3 Had two theatre tickets for Saturday night, but couldn't find anybody to go with me! Nobody loves me. 😕 #_____

b Look at the highlighted words in **a**. Complete the rules with *people*, *places*, or *things*.

1 Use *something*, *anything*, and *nothing* for _____.
2 Use *somewhere*, *anywhere*, and *nowhere* for _____.
3 Use *somebody*, *anybody*, and *nobody* for _____.

c G **Grammar Bank** 4C *p.140*

4 PRONUNCIATION /e/, /əʊ/, and /ʌ/

a What sound do the pink letters make in sentences 1–6: a, b, or c?

a **egg** b **phone** c **up**

1 Nobody knows where he goes.
2 Somebody's coming to lunch.
3 I never said anything.
4 I've done nothing since Sunday.
5 Don't tell anybody about the message.
6 There's nowhere to go except home.

b Video Watch and check. Then watch again and repeat the sounds and sentences.

5 SPEAKING

C **Communication** Did you have a good weekend? *p.111* Ask your partner about their weekend.

6 LISTENING

a Video Watch *The history of the weekend.* Tick (✓) the things you see in Manchester.

- ☐ a statue
- ☐ a museum
- ☐ a bridge
- ☐ a park
- ☐ a hospital
- ☐ a football stadium
- ☐ a restaurant
- ☐ a shopping centre

b Watch again. Then circle the correct options.

In the early 19th century,...

1 a lot of people moved to *cities* / *the country* for work.
2 workers only had a free day on *Saturday* / *Sunday*.

In the 1840s,...

3 workers asked for an extra *day* / *half-day* holiday.
4 factory owners agreed to close at *2 p.m.* / *3 p.m.* on Saturdays.

In the late 19th century,...

5 football flourished, and first *Manchester City* / *Manchester United* and then *Manchester City* / *Manchester United* were formed.

After the 1960s,...

6 most people had a *two-day* / *three-day* weekend.

Now,...

7 many people think that the weekend should be *shorter* / *longer*.

c How long is the weekend where you live? Are shops and businesses open? Do you think this is a good thing? What do you think of the idea of a 'four-day week'?

www.frenglish.ru

3&4 Revise and Check

GRAMMAR

Circle a, b, or c.

1 How long ___ to stay in Italy?
a do you go b are you going c you are going

2 I think the party ___ be really fun this evening.
a is going b goes to c is going to

3 He ___ to look for a job until next year.
a isn't going b doesn't go c not going

4 ___ to the cinema after class this evening.
a I go b I'm going c I going

5 **A** What time ___ tomorrow? **B** At 8.00.
a you leave b do you leaving c are you leaving

6 He's the man ___ lives next door to Alice.
a who b which c where

7 Is that the shop ___ sells Italian food?
a who b which c where

8 **A** ___ your bed? **B** No, I'm going to do it now.
a Have you made b Have you make
c Has you made

9 **A** Has Nicole arrived ___? **B** No, but she's on her way.
a yet b just c already

10 ___ already seen this film! Let's watch something else.
a We're b We haven't c We've

11 **A** ___ been to Africa? **B** No, never.
a Have you ever b Did you ever c Were you ever

12 **A** When ___ those shoes? **B** Last week.
a do you buy b have you bought c did you buy

13 I've never ___ this coat. It's too small.
a wear b worn c wore

14 There's ___ at the door. Can you open it, please?
a something b someone c somewhere

15 I don't want ___ to eat, thanks. I'm not hungry.
a nothing b anything c something

VOCABULARY

a Complete with a preposition.

1 We arrived _____ Prague at 7.15.
2 I'm coming! Wait _____ me.
3 What did you ask _____, meat or fish?
4 **A** Are you going to buy the flat?
B I don't know. It depends _____ the price.
5 How much did you pay _____ those shoes?

b Complete with *make* or *do*.

1 _____ the shopping
2 _____ a mistake
3 _____ an exam
4 _____ exercise
5 _____ a noise

c Complete the missing words.

1 Dinner's ready. Please could you l_____ the table?
2 I'll cook if you do the w_____-up.
3 Where are the changing rooms? I want to tr_____ o_____ this sweater.
4 If you want to take something back to a shop, you need to have the r_____.
5 These trainers don't f_____ me. They're too big.
6 The flight to Berlin is now leaving from G_____ 12.
7 If you have a lot of luggage, you can find a tr_____ over there.
8 If you don't have a boarding pass, you need to go to the ch_____-i_____ desk.
9 International flights depart from T_____ 2.
10 There are l_____ to the first and second floors.

d Circle the correct adjective.

1 This exercise is really *bored* / *boring*.
2 I never feel *relaxed* / *relaxing* the day before I go on holiday.
3 It was a very *excited* / *exciting* match.
4 Jack is a bit *depressed* / *depressing*. He lost his job.
5 Are you *interested* / *interesting* in art?

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds

Consonant sounds

b P **Sound Bank** *p.174–5* **Say more words for each sound.**

c What sound in a do the pink letters have in these words?

1 trolley 3 who 5 create
2 guide 4 clothes

d Underline the stressed syllable.

1 de|par|tures 4 some|bo|dy
2 a|rrive 5 ex|ci|ting
3 o|ppo|site

www.frenglish.ru

Can you understand this text?

a Read the article once. How many different ways of making new words are mentioned in the text?

b Read the article again and answer the questions.

1 Why does the *OED* add words to its dictionary every year?
2 What two words does the word *vlog* come from?
3 What happened to the word *text* in the late 20th century?
4 What language do *barista* and *latte* come from?
5 Why did we need to invent words like *breakout room*?
6 Which of these words was invented first: *brunch*, *newspaper*, or *café*?

Can you understand these people?

Sean Susie Caroline Albert Mick

Video Watch and answer the questions.

1 Sean went to the airport to _____.
a travel to Tenerife b pick up his mother
c meet his brother

2 Susie _____ tonight.
a isn't doing anything b is going to a family party
c is going out with friends

3 The only thing Caroline doesn't mind doing is _____.
a cleaning the bathroom b preparing food
c cleaning the kitchen

4 The clothes which Albert bought online _____.
a were the wrong size b took a long time to arrive
c were the wrong colour

5 Mick once missed a flight because _____.
a he went to the wrong gate
b he went to the wrong terminal c he woke up late

Can you say this in English?

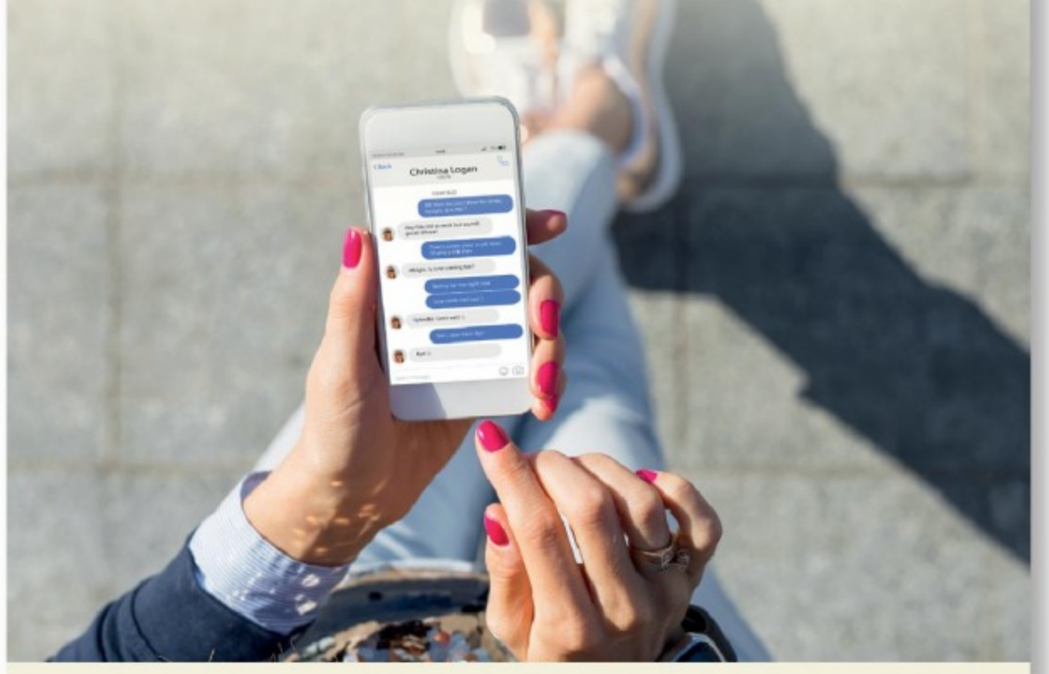
Tick (✓) the box if you can do these things.

Can you...?

1 ☐ talk about three plans you have for next month using *going to*, and make three predictions
2 ☐ say three arrangements you have for tomorrow using the present continuous
3 ☐ use paraphrasing to explain these words:
a staycation b unmute c brunch
4 ☐ say three things you have already done or haven't done yet today
5 ☐ ask a partner three questions about his / her experiences using *ever*, and answer your partner's questions
6 ☐ say three sentences using *something*, *anywhere*, and *nobody*

Hundreds of *new words* a year

Everyone knows the English language is changing. The *OED* (Oxford English Dictionary) adds hundreds of new words every year, as well as revisions to current words. Many of these updates reflect changes in the way we live our lives.



New words are created in many different ways. We can make a new word by combining two words, like **staycation** (*stay* + *vacation*) or **vlog** (*video* + *blog*). Sometimes we put two words together in a new way, for example, **fact check** or **digital wallet**.

We also find that nouns can change into verbs. Take the word **text**. **Text** (meaning *written material*) was always a noun (from about 1369, according to the *OED*), but it is now also used as a verb, **to text** somebody. In the same way, verbs can also change into nouns. The same is true of **medal**, which is now often used as a verb in sports commentary, e.g. *She's hoping* ***to medal***.

Another way in which we make new words is by 'adopting' words from foreign languages, like **barista** or **latte** (imported from Italian when coffee bars became really popular in the UK in the 1990s).

A lot of new words come from the names of brands or companies, for example, we **google** information and, more recently, we **Zoom** people on the internet. We also need more words to describe new technology or new gadgets: **breakout room** (part of an online meeting where some people can do a specific activity), and **unmute** (to turn on the sound) are some examples.

The invention of new words is not a new phenomenon. The word **brunch** (*breakfast* + *lunch*) first appeared in 1896, **newspaper** (*news* + *paper*) in 1667, and English speakers started to use the word **café** (from French) in the late 19th century. The difference now is how quickly new words and expressions enter the language and how quickly we start to use and understand them.

www.frenglish.ru

5A Fast forward

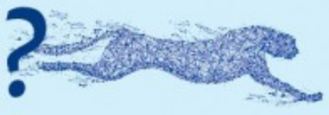
G comparative adjectives and adverbs, *as...as*
V types of numbers
P /ə/

Are we living faster? *Yes, we need to slow down.*

1 READING & SPEAKING

a Look at the questionnaire. In pairs, ask and answer the questions. Answer with **O** (often), **S** (sometimes), or **N** (never).

How fast is your life?



1 Do people ever tell you that you talk too quickly?
2 Do you get impatient when other people are talking?
3 Are you the first person to finish at mealtimes?
4 When you are walking along a street, do you feel frustrated when you are behind people who are walking more slowly?
5 Do you get irritable if you have to wait for an appointment, e.g. to see a doctor, or at the hairdresser?
6 Do you walk out of shops and restaurants if there is a long queue?
7 Do you choose same-day delivery when you order online?
8 When you don't know the answer to something, do you immediately google it without first trying to think about it?
9 Do you watch several episodes of a TV series one after the other?

b C **Communication** How fast is your life? *p.109* **Read the results. Do you agree?**

c Read *I want it NOW!* **What do you think the missing statistic is in the last sentence?**

d In **two minutes**, find the answers to 1–5.

What makes people more impatient?

1 waiting for 30 seconds in a queue that isn't moving **or** trying to take notes in class
2 waiting for traffic lights to change **or** looking for a pen
3 waiting for a drink **or** waiting to pick up luggage after a flight
4 waiting for their food in a restaurant **or** for a TV programme to start streaming
5 waiting to get their money back for something they bought on a website **or** for someone to reply to an important email

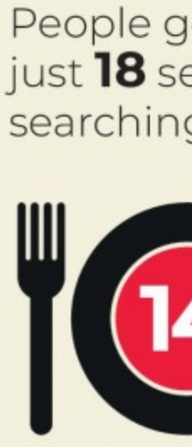
e **Underline three phrases in the article which have a similar meaning to *get angry*.**

f **Talk in small groups.**

1 Which of the things in the article do you hate waiting for?
2 Do you think you become impatient earlier or later than the times in the article?
3 Have you noticed that people in your country are becoming more impatient?

I want it NOW!

'Patience is a virtue', is the old saying, but it's becoming increasingly rare in modern society. According to a new survey of **2,000** British adults, most people are incredibly impatient in nearly every aspect of their lives.



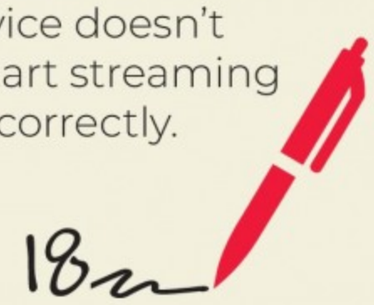
People get frustrated after **25** seconds of waiting for a traffic light to change.

Just over **⅓** of people become impatient while trying to take notes and follow a speaker during a class or work meeting.

45% of people admit they lose their temper after waiting **30** seconds in a queue that isn't moving.

People start getting frustrated after only **22** seconds if their TV or other device doesn't immediately start streaming a film or show correctly.

People get angry after just **18** seconds of searching for a pen.



People start getting annoyed if they have to wait more than **14** minutes for their food to arrive in a restaurant. In a pub, if they have to wait more than **7** minutes for a drink, they go to a different one.

People want to get an answer to an important email in no less than **90** minutes.

People expect to pick up their luggage after a flight in a maximum of **13** minutes.

People expect to get a refund for something they bought online in no fewer than **4** days.

Surprisingly, _____% of people still believe that patience is a virtue!

www.frenglish.ru

2 VOCABULARY types of numbers

a Look at the red numbers in the first part of the article. How do you say them?

b 5.1 Listen and check.

c How do you say these numbers and dates?

184	3025	2500	25th May
$6,000,000	75%	2/3	9.2

d 5.2 Listen and check.

e 5.3 Listen and write the numbers and dates.

1 213

f Video Watch and guess the answers to the numbers quiz in pairs or teams.

3 GRAMMAR & PRONUNCIATION comparative adjectives and adverbs, *as...as*, /ə/

a Look at the highlighted words in the sentences. Are they adjectives or adverbs?

1 My husband's life is very busy, and he's sometimes stressed.
2 My sister walks and talks very quickly.
3 Some young people eat a lot of fast food.
4 If things don't happen as fast as I want them to, I get impatient.
5 I don't think living faster is a bad thing.
6 I think in general I live well.

b Circle the correct form.

1 Life is *faster* / *more fast* than before.
2 Traffic in cities is *more bad* / *worse* than it was.
3 Everybody is *busyer* / *busier* than they were five years ago.
4 We are *more stressed* / *stresseder* than our grandparents were.
5 We do everything *more quickly* / *quicklier*.
6 People aren't *as patient as* / *as patient than* they were before.

c Grammar Bank 5A *p.142*

d 5.6 Listen to the sentences in **b**. What is the vowel sound for...?

1 the final *-er* in a comparative adjective, e.g. *faster*
2 *as* and *than*

e Listen again and repeat the sentences. Copy the rhythm and try to get the /ə/ sound right.

4 LISTENING

a What does the ▶▶ mean?

a play b delete c fast forward

b 5.7 You're going to listen to what journalist Georgina Roberts says about how her generation lives life faster. First, listen to five extracts. What do you think the highlighted words and phrases mean?

Georgina Roberts

1 Or I click to the middle of a film and watch a few minutes...
2 We send voice notes to each other because it's quicker than texting...
3 ...the songs they feature are often played at double speed.
4 ...it's true that my friends and I live life at a faster pace compared to our parents.
5 But it's nothing compared to the younger generation – their attention span is even shorter.

c 5.8 Now listen to Georgina and answer the questions.

1 When were Gen Z born?
2 What does Georgina do when she...?
a reads books c watches films
b listens to songs d receives voice notes
3 Why does she think she and her friends do these things?
4 What does her mother often tell her to do?
5 What does she say about teenagers today?

d Are you Gen Z? If not, does your generation have a name? Do you do any of the things that Georgina mentions?

5 SPEAKING

a Answer the questions in small groups. Whose life has changed the most?

I spend more time studying than before because I'm in my last year at university and we have our final exams at the end of the year.

How has your life changed over the last three years?

1 Do you spend more or less time...? Why?

- working or studying
- on your phone
- on public transport
- seeing friends in real life
- seeing friends online
- going to the cinema
- going to shops
- sleeping

2 Do you have more or less free time? Why?

3 What don't you have time for nowadays? What would you like to have more time for?

www.frenglish.ru

5B Superlative cities?

G superlatives (+ *ever* + present perfect)
V describing a town or city
P sentence stress

What's the most beautiful beach you've ever been to? *Isla Cristina in Andalucia in Spain.*

1 VOCABULARY describing a town or city

a Video Watch a short documentary about Valencia, in Spain. What place in the city did you like best? Would you like to go there?

b Circle the correct words or phrases in the text. Then watch again and check.

Valencia is a city on the [1]*east / west* coast of Spain. It is about 350 kilometres [2]*north / south* of Barcelona. It is a [3]*small / medium-sized / large* city, with a population of 837,000. It is famous for its [4]*beaches / parks*, and also for its historic buildings, like the [5]*cathedral / opera house*, and for its modern buildings, such as the [6]*central market / science museum*.

c V **Vocabulary Bank** Describing a town or city *p.164*

2 GRAMMAR superlatives (+ *ever* + present perfect)

a Look at the photos of seven cities in a TripAdvisor survey. Which countries are they in? What do you know about them? Have you been to any of them?

b Now read the survey. With a partner, try to guess which cities in **a** were the winners in the different categories. Use the photos to help you.

c Think about your city. Would it do well in any of the categories?

d Look at the highlighted superlative adjectives in the survey. How do you make the superlative of...?

1 a one-syllable adjective
2 a two-syllable adjective that ends in consonant + *-y*
3 a three-syllable adjective
4 *good*

e G **Grammar Bank** 5B *p.142*

f Video Watch the video. Make a superlative sentence using the adjective or adverb in capitals. Make a comparative sentence for the other two.

The Pan-American Highway is the longest. Highway 1 Australia is longer than the Trans-Siberian Highway.

TripAdvisor World Cities Survey

This survey is based on responses from over 54,000 travellers' reviews for cities around the world. They looked at 16 different categories, from how clean the cities were to how friendly the taxi drivers were.

Overall winner [1]_____
It came first in five of the 16 categories, with the cleanest streets and the best public transport, and second in two.

Other category winners

The easiest to get around [2]_____
The best value for money [3]_____
The friendliest taxi drivers [4]_____
The most exciting nightlife [5]_____
The most family-friendly [6]_____
The best attractions [7]_____

www.frenglish.ru

3 LISTENING

a Do you think in general big cities are more or less friendly than smaller ones? Why? Is there a city in your country that people think is the most unfriendly?

b Look at photos A–C of London life and read the short text. In what way are the people behaving in an unfriendly way?

c You're going to listen to a podcast about how to make London more friendly. Look at headings 1–6. Guess which word from the list completes them, but don't write the words in yet.

Car drivers Tourists Commuters
Residents Cyclists Local people

1 _____ on the Underground, be understanding of other people.
2 _____, if a tourist asks you for directions, be patient.
3 _____, try to relax.
4 _____, please stop riding on the pavement.
5 _____, talk to your neighbours.
6 _____, think about the people who live and work here.

d 5.13 Now listen to the podcast and complete headings 1–6. Did you guess right in **c**?

e Listen again for more details. Answer the questions.

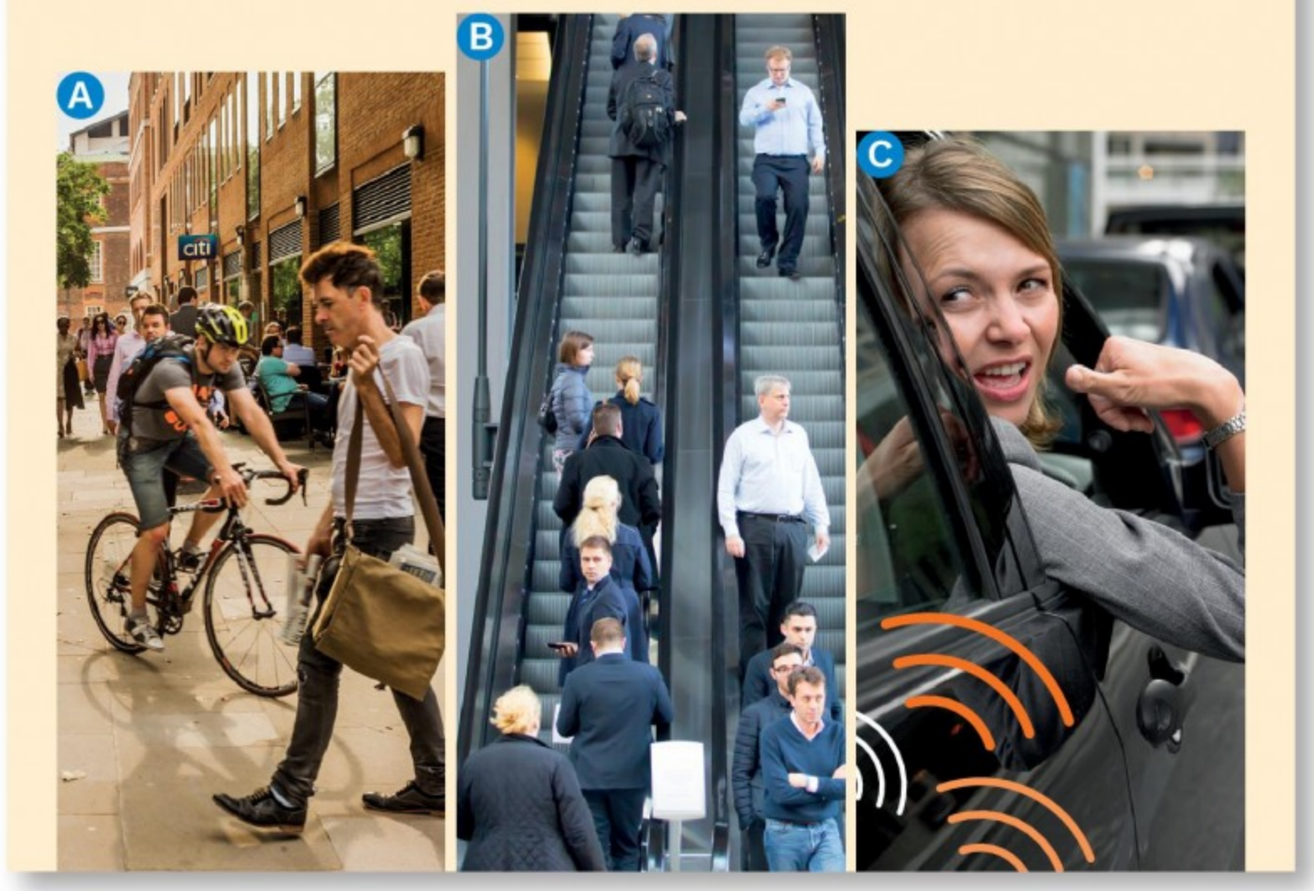
1 What is the rule for using escalators on the Tube?
2 Why should Londoners feel lucky when tourists ask for directions?
3 How does honking your horn make people feel?
4 What other example do you hear of cyclists behaving badly?
5 When did some Londoners start chatting to strangers?
6 What three things do tourists sometimes do which can make it hard for Londoners to get around?

f 5.14 Listen to six definitions for words or phrases from the podcast connected to cities. Write the words.

g Think about your capital city or the nearest big city to where you live. Do you think any of the tips would be useful to make it more friendly?

How to make a city more friendly... yes, it really is possible!

In a survey about friendly cities in the UK, the least friendly city was...London. This news won't surprise anyone! So what can we do to make London, and probably many other big cities, a bit more friendly? Well, we could all try a bit harder to be nice, obviously!



4 PRONUNCIATION & SPEAKING sentence stress

a 5.15 Listen and complete the questions with a superlative adjective.

1 What's the *most beautiful* city you've ever been to?
2 What's the _____ holiday you've ever had?
3 What's the _____ film you've ever seen?
4 What's the _____ sporting event you've ever watched?
5 What's the _____ thing you've ever bought?
6 Who's the _____ person you've ever met?
7 What's the _____ sport you've ever done?
8 What's the _____ subject you've ever studied?

b Listen again and repeat the questions. Copy the rhythm.

c Work with a partner. **A** answer question 1 with a sentence. **B** ask for more information. Swap roles for question 2, etc.

The most beautiful city I've ever been to is Rio de Janeiro.

When did you go there?

5 WRITING describing your town or city

Writing Bank 5 *p.119* Write a description of the place where you live.

www.frenglish.ru

5C Too much or not enough?

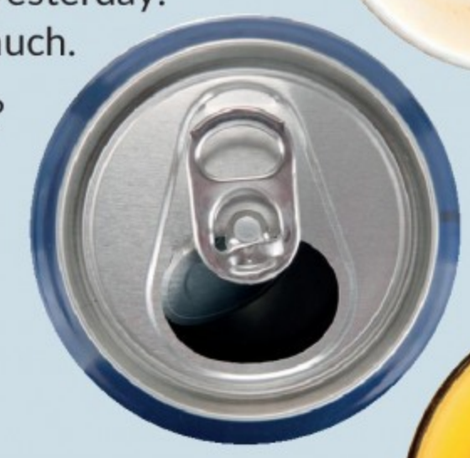
G quantifiers, *too*, (*not*) *enough*
V health and the body
P /ʌ/

How much water do you drink? *Not enough!*

1 SPEAKING & LISTENING

a Answer the questions with a partner.

What do you drink?



1 What did you have to drink yesterday? Say at what time, and how much.

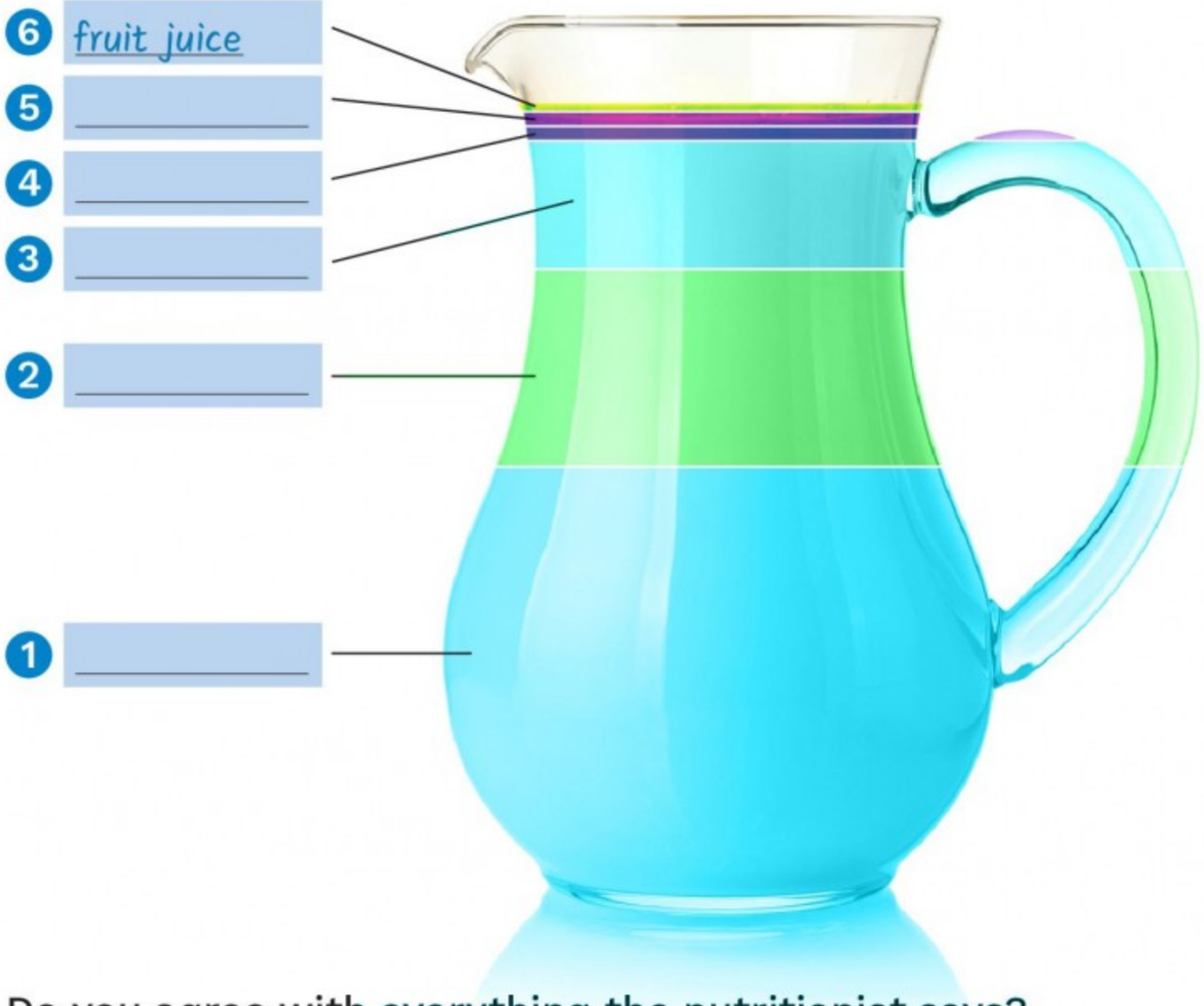
2 What do you usually drink...?
- for breakfast
- mid-morning
- mid-afternoon
- with lunch and dinner
- before you go to bed
- when you go out for a drink with friends
- when you are celebrating something

3 Is there anything you never drink? Why?

4 Do you ever drink out of a can or a bottle? What?

b 5.16 Listen to a nutritionist talking about what kind of liquids we should drink. Write the drinks in the list in the correct place on the jug. What kind of drinks should we never drink?

alcohol diet cola ~~fruit juice~~
low-fat milk coffee and tea water



c Do you agree with everything the nutritionist says?

2 READING & VOCABULARY health and the body

a Is there anything you drink that some people say is good for you and other people say is bad?

b Read an article about confusing health advice. Match the highlighted medical words and phrases to the pictures or definitions.

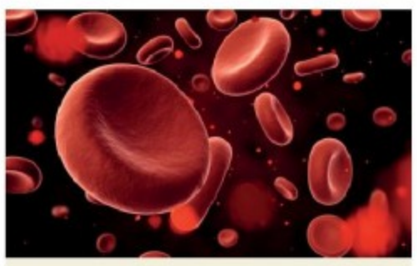
1 _____

2 _____

3 _____

4 _____

5 _____



6 _____

7 _____ = illness

8 _____ = the system in your body that helps it to fight against infection and disease

c 5.17 Listen and check. Practise saying the words. What do you think *heart attack* and *blood pressure* mean?

d Read the article again. Which information do you agree with? Which do you think is the most important?

e In pairs, decide which drinks have...
a more advantages than disadvantages.
b more disadvantages than advantages.

f Do you agree with the information in the article? Have you read or heard anything recently which contradicts it?

www.frenglish.ru

Are they really GOOD *and* BAD?

How do we know what to believe when doctors give us advice about what to drink and what not to drink? Every week, it seems, a new scientific study contradicts last week's research. **Jeremy Laurance** reviews the latest medical research into drinks.

Water

GOOD We can't live without it, but how much is enough? Typical advice is that you need 2.5 litres a day – but that includes liquid you get from other drinks and from food.

BAD Too much water can cause problems, e.g. low salt levels. A few people have actually died from drinking too much water.

Coffee

GOOD Coffee contains caffeine, which is a stimulant drug, and millions of people drink coffee every day. It improves short-term memory, makes your muscles stronger, keeps you awake, and tastes delicious.

BAD It's sometimes connected with heart disease, arthritis, and high blood pressure.

Tea

GOOD Black tea cuts the risk of heart disease. It also reduces stress, makes you more alert, and may help the immune system and prevent diabetes.

BAD If you add milk, the good effects of tea disappear. Sugar makes it worse.

Milk

GOOD For very young children, who need the calcium for their bones.

BAD For adults and older children. They don't need the extra calcium, and high fat foods like whole milk, butter, and cheese can cause heart disease.

Juice

GOOD For people who don't like fruit and prefer to have it as juice.

BAD For teeth, especially orange juice which contains a lot of acid. Juice also has a lot of natural sugar, so drinking a lot can add to weight problems.

Alcohol

GOOD For the heart, in small amounts, according to some studies. Two small glasses of red wine a day can cut the risk of heart attack by 30%, especially for middle-aged men.

BAD For the liver. Liver disease is increasing. Some studies also say that one drink a day increases a woman's risk of all types of cancer by 6%. Other recent studies suggest that no alcohol at all is the ideal for both men and women.

Adapted from The Independent

3 GRAMMAR quantifiers, *too*, (*not*) *enough*

a Look at the words in the list. Are they countable or uncountable?

bottle can carton cup glass juice milk water wine

b In pairs, circle the correct word or phrase for each sentence. Say why the other one is wrong.

1 How *much* / *many* cups of coffee do you drink a day?
2 I don't drink *much* / *many* water.
3 I drink *a lot of* / *many* milk.
4 Drinking *a few* / *a little* red wine can be good for you.
5 I only have *a few* / *a little* cans of Coke a week.
6 My parents don't drink *a lot* / *a lot of*.

c Look at the paragraphs about water again. Find a word or phrase which means...

1 the right amount _____.
2 more than you need _____.

d **Grammar Bank** 5C *p.142*

e Video Watch and complete the sentences with a phrase using *too, too much, too many*, or *not enough*.

1 She can't close the car boot because there are...

4 PRONUNCIATION & SPEAKING /ʌ/

a 5.20 Look at the spelling rules for the /ʌ/ sound. Then listen and repeat the words.

	typical spelling	! but also
up	**u** (between consonants), e.g. m**u**ch, dr**u**g, m**u**scles	**o** e.g. n**o**ne **ou** e.g. en**ou**gh **oo** (very rare) e.g. bl**oo**d

b 5.21 Listen and write the last word in each sentence.

c Listen again and repeat the sentences from **b**.

d Ask and answer the questions with a partner. Say why.

Do you think you do enough sport or exercise?

Not really. I play rugby once a week, but that's all.

Do you think **you**...?

- drink enough water
- do enough sport or exercise
- have enough free time
- spend too much time on social media
- spend too much time in the sun
- spend too much money on things you don't need
- read enough
- spend too many hours working or studying
- have too many clothes
- do too much housework
- get too much homework

www.frenglish.ru

EPISODE 3 PICTURES OF YOU

Working on a Saturday

Practical English taking something back

1 EMMA AND BEN TALK

a Video Watch *Emma and Ben talk*. Then tick (✓) the reason why she's worried.

- ☐ She thinks Izzy doesn't have enough time for Ben.
- ☐ She thinks Izzy's new job is too stressful for her.
- ☐ She thinks Izzy's going to break up with Ben.

b Watch again. Then circle the correct answer.

1 Ben has *good* / *bad* memories of the dinner at the restaurant.
2 Izzy *is* / *isn't* going to meet Ben and Emma for a walk.
3 Emma *is* / *isn't* surprised that Izzy is working on a Saturday.
4 Ben thinks that Izzy *is* / *isn't* going to get a promotion at work.
5 Emma *believes* / *doesn't believe* Ben when he says that he's fine.
6 Emma *thinks* / *doesn't think* there is room for Ben in Izzy's life at the moment.
7 Ben *answers* / *doesn't answer* Emma's final question.

British and American English

sneakers = American English
trainers = British English

apartment = American English
flat = British English

2 TAKING SOMETHING BACK

a Video Watch *Taking something back*. Tick (✓) the trainers Ben finally buys. How much are they?

UK size 10

UK size 11

UK size 10

UK size 11

b Watch again. Complete the **You hear** phrases.

You hear	You say
Conversation 1	
Can I help you?	Yes. Do you have these in an 11?
Just a minute. I'll go and [1] _____.	Thank you.
Here you are. These are an 11. Do you want to [2] _____ them on?	No, thanks. I'm sure they'll be fine.
That will be £80.	Oh, it says £95.99.
Yes, they're on [3] _____.	Oh. Great! Thank you.
Thank you.	
Conversation 2	
Can I help you?	Yes, I just bought these.
I remember. Is there a [4] _____?	Yes, they're too big.
What [5] _____ are they?	They're an 11. I take a US 11.
Oh, right. American sizes are always one size [6] _____. You need a UK 10. Just a minute.	
I'm sorry, but we don't have those in a 10. But we do have these and they're the same [7] _____, or you could have a refund.	I'll take this pair, then.
Do you have the [8] _____?	Sure. Here you go.
Great.	Thank you.

www.frenglish.ru

c Video Watch and repeat the **You say** phrases. Copy the rhythm. Then practise the conversations with a partner.

d **ROLE-PLAY** Work in pairs. Have conversations.

1 **A** You're a shop assistant at a shop that sells trainers. Begin: *Hello. Can I help you?*

B You're a customer. You bought some trainers at the shop yesterday. They're too small. You want a bigger size.

2 **B** You're a shop assistant at a shop that sells trainers. Begin: *Hello. Can I help you?*

A You're a customer. You bought some trainers at the shop yesterday. They're too big. You want a refund.

3 GOING OUT FOR PIZZA

a Video Look at photos 1–4. What do think happens in this scene? Watch *Going out for pizza* and check.

b Watch again. Then answer the questions.

1 Does Izzy want to have dinner with Ben? Do you think she would like Emma to come, too?

2 How does Emma feel about Ben and Izzy's relationship? Does Ben agree?

3 How does Ben feel...?

a after he speaks to Izzy on the phone

b when he arrives at the restaurant

c at the end

4 SOCIAL ENGLISH

a Match a phrase from **A** with a response in **B**.

A	B
1 Izzy's working from home today.	Of course I do!
2 How are things with you?	On a Saturday? What a surprise!
3 What time are you finishing?	Awesome. Let's say seven?
4 That sounds really nice.	Great, can't wait.
5 Perfect. See you then.	Well, hopefully about six.
6 You don't need to worry about me.	Izzy's doing really well at the new job.

b Video Watch and check.

c In pairs, practise the phrases and responses. Then change roles.

WHAT DO YOU THINK?

In pairs, talk about Izzy and Ben's relationship. What do you think is more important for Izzy, Ben, or her work? Do you think Emma's advice is helpful for Ben? What do you think he will do now?

www.frenglish.r

6A Optimist or pessimist?

You'll miss your flight. *No, I won't!*

G *will / won't (predictions)*
V opposite verbs
P *'ll, won't*

1 VOCABULARY opposite verbs

a 6.1 Listen to five sentences and questions. Write down the main verb in each sentence. What are the opposite verbs?

b V **Vocabulary Bank** Opposite verbs *p.165*

c Video Watch the video. Make a verb phrase for each clip. What is its opposite?

2 GRAMMAR *will / won't* (predictions)

a Read the conversations. Label the responses **O** for optimist or **P** for pessimist.

Your friend says	You say
1 This check-in queue is really slow!	a ___ Don't worry. It'll start moving soon. b ___ I know. We'll miss the flight.
2 Let's drive to the restaurant.	a ___ We'll never find anywhere to park. b ___ Yes, it'll be quicker.
3 I've lent my brother some money.	a ___ I'm sure he'll pay you back. b ___ You won't see it again.
4 I'm taking my driving test tomorrow.	a ___ It'll go well, you'll see. b ___ You won't pass.
5 I'm selling my old laptop online.	a ___ You'll sell it easily. b ___ Nobody will buy it.
6 Hooray! We're in the final!	a ___ Yes! But we'll lose. b ___ Yes! I'm sure we'll win!
7 I'm having Japanese classes next week.	a ___ That'll be interesting! b ___ You'll never learn it.
8 We're going to see the film in English.	a ___ You won't understand a word. b ___ You'll love it. And it'll be good practice.

b 6.3 Listen and check.

c Which response would *you* probably say in each situation? Are you an optimist or a pessimist?

d Look at the **You say** responses again. Are they about the present or the future?

e G **Grammar Bank** 6A *p.144*

3 PRONUNCIATION *'ll, won't*

a 6.5 Listen and repeat the words and phrases. Copy the rhythm.

I'll	I'll be late	I'll be late for work.
You'll	You'll never	You'll never learn.
He'll	He'll pay	He'll pay you back.
It'll	It'll go	It'll go well.
We'll	We'll miss	We'll miss the flight.

b 6.6 Listen and write six sentences. What sound do the **pink** letters have in *won't* and *want*?

c Practise in pairs. **A** read the first line of each conversation in **2a**. **B** say the optimist's responses. Then swap roles. **A** say the pessimist's responses.

d C **Communication** You're a pessimist! **A** *p.105* **B** *p.111* Make predictions.

4 LISTENING

a 6.7 Listen to the introduction to a radio programme. Why is positive thinking good for you?

b Try to guess the missing words in these callers' tips.

Andy Live in the pr_____, not in the p_____.

Julie Think p_____ thoughts, not n_____ ones.

Martin Don't spend a lot of time following the n_____ online or on TV.

Miriam Every week, make a list of all the g_____ th_____ that happened to you.

Michael Try to use positive l_____ when you speak to other people.

c 6.8 Listen to the rest of the programme and check your answers.

d Listen again. Write down any extra information you hear for each tip. Which tips do you think are the most useful? Do you have any tips of your own?

www.frenglish.ru

5 READING

a Look at the photo in the article of a girl who has an exam the next day. Is she an optimist or a pessimist?

b Read the article and check. What is 'defensive pessimism'?

Why negative thinking can be positive

Everybody thinks that it's better to be an optimist than a pessimist (even pessimists think it, of course). People always say 'Cheer up. Everything will be all right. Smile.' But in fact, there's a kind of pessimism – called 'defensive pessimism' – that can lead to very positive results, according to Julie K. Norem, a professor of psychology at Wellesley College, Massachusetts. 'Defensive pessimism is a strategy used in specific situations to manage anxiety, fear, and worry,' says Norem. Studies show that 30 to 35% of Americans use it to help them in their lives, and they're often very successful people.

Defensive pessimists think about future situations and prepare for them by imagining all the things that can go wrong. For example, if a defensive pessimist has an important exam, they think this:

Then they look at each possible problem and plan how to avoid it. So, for the exam situation, they go to bed early and have a good night's sleep; they find out in advance exactly where the exam is; they eat a good breakfast, and take lots of pens and pencils, and a bottle of water; and they leave home early. That puts them in control, and it means that the exam will go better than for an optimist, who just thinks, 'Oh, everything will be fine!' Because sometimes everything goes wrong, and it's good to be prepared.

c Complete these sentences from the article with the same word.

1 I'll go to the _____ place.
2 Sometimes everything goes _____.

d What do these sentences mean?

1 There's something **wrong** with the printer.
2 I'm sorry, you've got the **wrong** number.
3 Our journey was fine, nothing **went wrong**.

e Read the article again. Then look at the things a defensive pessimist thinks about catching a flight. What can he do to avoid these problems?

f Do you think defensive pessimism is a good idea? Can you think of any situations where you behave in this way?

6 SPEAKING

With a partner, ask and answer the questions. Use a phrase from the box and give more information. Which of you is more optimistic?

Do you think you'll have a nice weekend?

I hope so. I think the weather will be good and...

Are you a positive or negative thinker?

Do you think...?

- you'll have a nice weekend
- you'll get a good (or better) job in the future
- you'll make some new friends on your next holiday
- you'll pass your next English exam
- you'll live to be 100
- you'll get to the end of this book
- you'll find the love of your life

Responding to predictions

I hope so. / I hope not.	*I doubt it.*
I think so. / I don't think so.	*Probably (not).*
Maybe. / Perhaps.	*Definitely (not).*

www.frenglish.ru

6B Love will find a way

Shall I ask for the bill? *OK, but I'll pay.*

G *will / won't / shall* (other uses)
V verb + *back*
P word stress: two-syllable verbs

1 READING & LISTENING

a Look at the photos of the couple and read the title of the article. How old do you think they are in each photo? What do you think happened between 1970 and 2020?

I'll never forget you

Penny Umbers first fell in love with Mark Bethel in 1977, when she was 16. Mark, 17, came from the Bahamas to school in England and they met when he was at boarding school near Nottingham, where Penny lived. They quickly became a couple and they meant everything to each other. But when they left school two and a half years later, and went to study in London at different universities, their problems started. Mark's parents in the Bahamas cut him off financially because he refused to study the subject they wanted him to do at university. He had to leave, but he got a scholarship so he could go back to university in London without their support. Then Penny's father visited Mark – without telling Penny – and ordered Mark to end the relationship with his daughter. Mark made the hardest decision of his life and he couldn't tell Penny the reason why. 'I didn't have much power or money. I was 4,000 miles from home in a foreign country.' He was heart-broken.

Penny was devastated when they split up. She dropped out of university and years later, she married and divorced twice. Mark finished his degree and began a career managing hotels around the world. He had other relationships, but never forgot his first love. For many years, Mark continued to search for Penny, but he couldn't find her because she changed her surname when she married.

Adapted from Metro

b Read the article and check your answers to **a**. Then answer the questions.

1 How did Penny and Mark meet?
2 Why didn't they stay together?
3 What did they both do after they broke up?
4 Why did Mark have problems contacting Penny again?

c 6.9 **Now listen to part of a podcast about Penny and Mark. What happened...?**

1 at the end of 2019
2 when Mark explained to Penny about the reasons for the break-up
3 in June 2021
4 when Penny went back to the Bahamas in October 2021

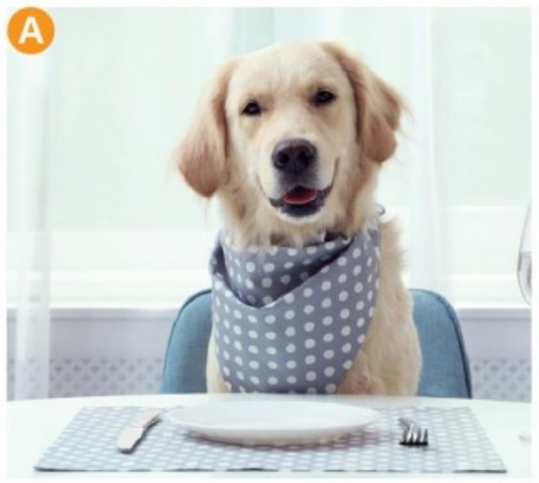
d Work in pairs. Discuss the questions.

1 Do you think Mark did the right thing in the 1970s?
2 Do you agree with Mark that 'the point they met was not their time'?
3 Is 'I'll never forget you' a promise people usually keep or break?

2 GRAMMAR *will / won't / shall* (other uses)

a Read the sentences and match them to photos A–F.

1 Shall I drive?
2 I'll have the steak.
3 This won't hurt.
4 I'll play something romantic.
5 I think I'll try an internet dating site.
6 I won't forget your birthday.



b In which photos A–F are people...?

C offering something
deciding something
promising something

c G **Grammar Bank** 6B *p.144*

d Think of two offers to make to a friend, two decisions about what to do this evening, and two promises to make to your teacher.

www.frenglish.ru

3 PRONUNCIATION
word stress: two-syllable verbs

a Look at the two-syllable verbs below. Which syllable are they stressed on? Put them in the correct column in the chart.

de|cide o|ffer pro|mise a|gree a|rrive bo|rrow com|plain de|pend for|get ha|ppen in|vite prac|tise pre|fer re|ceive re|pair

1st syllable	2nd syllable

b 6.11 Listen to the sentences and check.

c 6.12 Listen and repeat the verbs in the list in **a**.

d Complete the sentences in your own words. Then read them to a partner. Are your sentences the same or different?

1 I never complain...
2 I won't forget...
3 Shall I invite...?
4 I need to borrow...
5 I prefer...to...

4 VOCABULARY & SPEAKING
verb + *back*

a Look at the sentences. What's the difference between *come* and *come back*?

Mark **came** to England from the Bahamas.
Penny **came back** to England after three weeks.

b Complete 1–6 with a phrase from the list.

call you back go back give it back pay you back
send them back take it back

1 A Are you feeling better?
B Yes, I think I'll _____ to work tomorrow.

2 A The shirt you bought me is too small.
B Don't worry. I'll _____ to the shop and change it. I still have the receipt.

3 A Hi, Jack. It's me, Karen.
B I can't talk now, I'm in a Zoom meeting – I'll _____ in 15 minutes.

4 A That's my pen you're using!
B Is it? Sorry. I'll _____ in a minute.

5 A Can you lend me £20? I'll _____ next week.
B OK – I'll ping it to you.

6 A Where did you buy those shoes?
B I ordered them from Zara, but they're too big. I think I'll _____.

c 6.13 Listen and check. In pairs, practise the conversations.

d Ask and answer in groups. Give examples or reasons.

1 When someone leaves you a message on your phone, do you usually **call** them **back** immediately?
2 If you buy something online that isn't exactly what you wanted, do you always **send** it **back**?
3 Have you ever lent somebody money and they didn't **pay** you **back**?
4 When you **come back** after a holiday, do you usually feel better or worse than before?
5 When you borrow something from a friend, do you usually remember to **give** it **back**? What about if you lend something to a friend?
6 If you buy something to wear from a shop and then decide you don't like it, do you usually **take** it **back**?

Giving examples and reasons

Examples	Reasons
For example,...	*I usually...because...*
For instance,...	*It depends. When..., I usually...*

5 WRITING social media messages

Writing Bank 6 *p.120* Write a message to your friends.

www.frenglish.ru

6C Sweet dreams?

G review of verb forms: present, past, and future
V modifiers
P the letters *ea* and *ear*

I dreamed about a road. *That means you're going to travel.*

1 LISTENING

a In pairs, ask and answer the questions.

- Do you often remember your dreams?
- Have you ever had the same dream more than once?
- Have you ever dreamed about something that then happened?

b Video Watch *A visit to Dr Stone* Part 1. Number the things from the patient's dream in the correct order (1–6).

champagne ☐ cold feet ☐ flowers ☐
an owl ☐ a party ☐ a violin ☐

c Read the conversation and complete the gaps with a verb in the correct form. Then watch again and check.

Dr Stone So, tell me, what did you dream about?
Patient I was at a party. The room was full of people.
Dr What were they [1]d_____?
P They were drinking and [2]t_____.
Dr Were you drinking?
P Yes, I was [3]dr_____ champagne.
Dr And then what happened?
P Then, suddenly I was in a garden. There [4]w_____ a lot of flowers.
Dr Flowers, yes...what kind of flowers?
P I [5]c_____ see – it was a bit dark. And I could hear music – somebody was [6]pl_____ the violin.
Dr The violin? Go on.
P And then I [7]s_____ an owl, a big owl in a tree...
Dr How did you [8]f_____? Were you frightened of it?
P No, not frightened really, no, but I [9]r_____ I felt incredibly cold. Especially my feet – they were freezing. And then I [10]w_____ up.
Dr Your feet? Mmm, very interesting, very interesting. Were you [11]w_____ any shoes?
P No, no, I wasn't.
Dr Tell me. Have you ever [12]h_____ this dream before?
P No, never. So what does it [13]m_____, Doctor?

d What do you think the patient's dream means? Match five of the things in his dream to interpretations 1–5. Compare with a partner.

You dream...
- ☐ that you're at a party.
- ☐ that you're drinking champagne.
- ☐ about flowers.
- ☐ that somebody's playing the violin.
- ☐ about an owl.

This means...
1 you're feeling positive about the future.
2 you're going to be very busy.
3 you want some romance in your life.
4 you need to ask a wise person for help.
5 you'll be successful at work.

e Video Watch Part 2. Check your answers to **d**.

f Video What do you think the meaning of 'cold feet' could be? Watch Part 3 and find out.

www.frenglish.ru

2 GRAMMAR review of verb forms

a Look at the sentences below. Which one is the present perfect? Mark it **PP**. Then look at the other sentences. What time do they refer to? Mark them **P** (the past), **Pr** (the present), or **F** (the future).

1 ___ I was drinking champagne.
2 ___ I saw an owl.
3 ___ Have you ever had this dream before?
4 ___ You're going to meet a lot of people.
5 ___ You work in an office.
6 ___ Maybe you'll have a meeting with your boss.
7 ___ You are feeling positive.
8 ___ I'm meeting her tonight.

b **Grammar Bank** 6C *p.144*

3 SPEAKING

Communication Revision questionnaire **A** *p.105* **B** *p.111* Ask and answer questions in different tenses.

4 VOCABULARY modifiers

a Complete the chart with the words from the list.

a bit incredibly ~~not very~~ quite really ~~very~~

The room was

1 _____
2 _____
3 very
4 _____
5 _____
6 not very

dark.

a bit

We use *a bit* before **negative** adjectives and adverbs, e.g. ***a bit*** *dark*, ***a bit*** *slowly*, and before comparatives, e.g. ***a bit*** *better*, ***a bit*** *faster*.

b 6.15 Listen and check.

c Complete the sentences with a noun or a verb + *-ing* and *is* or *are*. Compare with a partner.

I think...

_____ a bit boring.
_____ incredibly stressful.
_____ really interesting.
_____ very expensive.
_____ quite difficult.

I think watching football on TV is a bit boring. And you?

I like football, but I think golf is really boring.

5 PRONUNCIATION the letters *ea* and *ear*

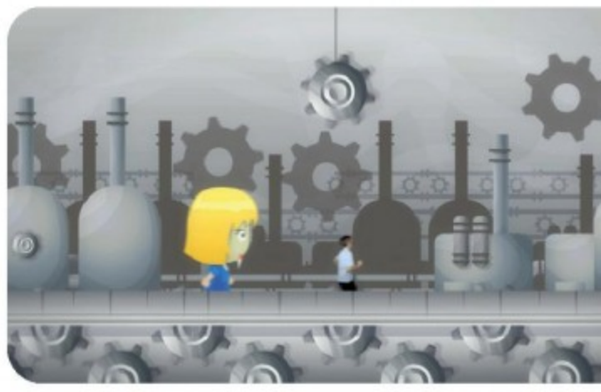
a How are *ea* and *ear* pronounced in these words? Put them in the correct column.

dream mean really already beach break
breakfast clean clear dear earn easy great
hear idea jeans learn meat near speak
sweater theatre wear weather

b 6.16 Listen and check. What's the most common pronunciation of a) *ea* and b) *ear*?

c 6.17 Listen and write four sentences. Practise saying them.

6 LISTENING



a Video Watch some extracts from *What do our dreams really mean?* Match dream clips 1–5 to A–E.

A You can't find something you need.
B You're flying or falling.
C Somebody is running after you.
D You're under water.
E You're unprepared for an exam.

b Video Now watch the whole video. Then complete the meaning of each dream.

Dream 1 Something is worrying you, for example, a difficult _____ or a difficult situation with a _____ or a colleague.

Dream 2 You're worried about something stressful, like going on a long _____, or giving a _____ in public.

Dream 3 If you aren't doing exams, this could mean that you don't have enough _____ in your _____ to do something.

Dream 4 If you feel in control, it means that your life is _____. If you're falling, this means that you're worried about the _____.

Dream 5 If you're feeling happy, it could mean you have very _____ feelings for someone. You're probably in _____.

c Do you ever have dreams like the ones in the video? Do you think the meanings are true?

www.frenglish.ru

5&6 Revise and Check

GRAMMAR

Circle a, b, or c.

1 She drives ___ than her brother.
a faster b more fast c more fastly

2 His new book isn't as good ___ his last one.
a than b that c as

3 I'm ___ tired this week than I was last week.
a less b as c most

4 Friday is ___ day of the week for me.
a the busier b the busiest c the most busy

5 It's ___ road in the world.
a the more dangerous
b most dangerous
c the most dangerous

6 It's the hottest country I've ___ been to.
a never b always c ever

7 My sister drinks ___ coffee.
a too b too much c too many

8 These jeans are ___ small. Do you have them one size bigger?
a too b too much c too many

9 You haven't spent ___ on your homework.
a time enough
b enough time
c many time

10 They're playing really badly. They ___ the match.
a don't win
b won't win
c won't to win

11 **A** My exam is today. **B** Don't worry. ___.
a You'll pass
b You pass
c You're passing

12 **A** It's cold in here. **B** ___ the window.
a I close b I'm closing c I'll close

13 They met for the first time when they ___ in Madrid.
a were living
b are living
c was living

14 **A** Have you been to South America?
B Yes, I ___ to Argentina last year.
a 've been b went c was going

15 **A** ___ today? **B** No, she's on holiday.
a Does she work
b Is she working
c Will she work

VOCABULARY

a Circle the correct verb or phrase.

1 *Two-third / Two-thirds* of adults wear glasses.
2 There are *five hundred fifty / five hundred and fifty* students at my school.
3 Can you *borrow / lend* me 50 euros?
4 I'm leaving tonight and I'm *coming / coming back* on Friday.
5 This is Ben. He's *teaching / learning* me to play the piano.

b Write the opposite verb.

1 buy _____
2 push _____
3 remember _____
4 pass _____
5 find _____

c Write words for the definitions.

1 cr_____ (*adj*) full of people or things
2 s_____ (*adj*) opposite of *dangerous*
3 n_____ (*adj*) opposite of *quiet* (for a place)
4 h_____ (*noun*) a high area of ground, lower than a mountain
5 m_____ (*noun*) a building where you can see old things
6 p_____ (*noun*) the place where a king or queen lives
7 h_____ (*noun*) a place on the coast where ships stop
8 b_____ (*noun*) you have 206 of these in your body
9 h_____ (*noun*) the organ which sends blood round your body
10 d_____ (*noun*) another word for *illness*

d Complete the modifiers.

1 **A** How are you? **B** V_____ well, thanks. And you?
2 I was in_____ lucky – I won £10,000.
3 She's a b_____ tired – she needs to rest.
4 You're driving r_____ fast – slow down!
5 My bag is q_____ heavy because I have my laptop in it.

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds

computer

up

egg

chair

Consonant sounds

leg

flower

parrot

witch

b Sound Bank *p.174–5* **Say more words for each sound.**

c What sound in a do the pink letters have in these words?

1 bett**er**
2 m**a**ny
3 enou**gh**
4 **wh**y
5 w**ear**

d Underline the stressed syllable.

1 im|pa|tient
2 ea|si|est
3 op|ti|mist
4 de|pend
5 for|get

www.frenglish.ru

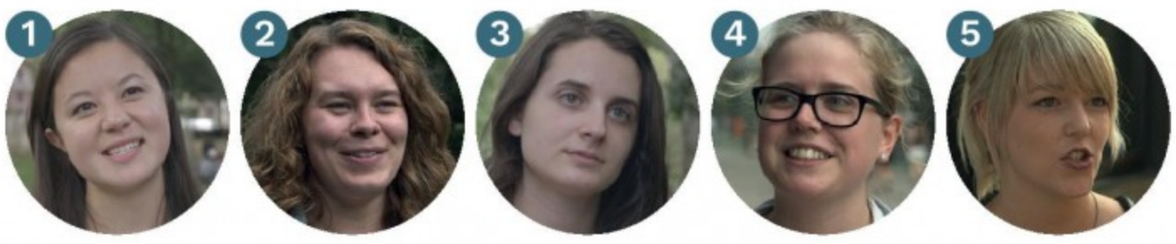
Can you understand this text?

a Read the article once. How did Mahalia Jackson help to inspire Martin Luther King's famous speech?

b Read the article again. Match sentences A–F to gaps 1–5. There is one sentence that you do not need to use.

A King looked at Mahalia.
B But towards the end, he felt that his speech was not going well.
C And so he continued.
D He considered her house a place where he could relax.
E In 1961, she was the first gospel singer to win a Grammy Award.
F She usually sang at the events.

Can you understand these people?



Katelyn Susie Anna Laura Paula

Video **Watch and answer the questions.**

1 Katelyn has more free time than three years ago because she ___.
a has started college
b only works during the day
c doesn't have a full-time job

2 Susie likes Athens because of ___.
a the people and the weather
b the cafés and restaurants c the monuments

3 Anna is trying to drink ___.
a less coffee b more juice c more water

4 Laura describes herself as ___.
a more an optimist than a pessimist
b more a pessimist than an optimist
c a realist but also an optimist

5 Paula often dreams about a teacher that ___.
a she didn't like b taught her at university
c helped her to pass her A levels

Can you say this in English?

Tick (✓) the box if you can do these things.

Can you...?

1 ☐ compare two members of your family using adjectives and adverbs
2 ☐ talk about your town using four superlatives (*the biggest*, *the best*, etc.)
3 ☐ talk about what you drink using (*not*) *enough* and *too much* / *too many*
4 ☐ make three predictions about the future using *will* / *won't*
5 ☐ make a promise, an offer, and a decision using *will* / *won't*

The woman who inspired 'I have a dream'

Mahalia Jackson was a musical legend who helped to bring gospel music from the church to large audiences. She was Aretha Franklin's mentor. [1]___ She was also an important member of the Civil Rights Movement in the USA, and she was a close friend of Martin Luther King.

Mahalia often went with King on civil rights demonstrations and marches, including into the most hostile parts of the South. [2]___ As a presenter from National Public Radio said, 'her voice became the soundtrack of the Civil Rights Movement'.

On 28 August 1963, there was a famous march in Washington against racism. Mahalia was with King, who was going to give a five-minute speech. Before the day itself, he and his advisers decided what he was going to say.

King began speaking to an audience of more than 250,000 people. [3]___ Suddenly Mahalia shouted, 'Tell them about the dream, Martin. Tell them about the dream'. She knew about it because she was at a previous event in Detroit, in June of that year, where King talked about his dream for African Americans. It was, in the words of King's adviser Clarence Jones, 'one of the world's greatest gospel singers shouting to one of the world's greatest preachers'. [4]___ Then he threw away his written speech, and looked at the audience.

'I have a dream...I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin, but by the content of their character...' [5]___ That day, Martin Luther King gave one of the best-loved speeches in American history.

Tell them about the dream, Martin.

Tell them about the dream.

Glossary
Civil Rights Movement the campaign in the 1950s and 1960s to change the laws so that African Americans have the same rights as others
preacher a person who gives inspiring talks, often about religion

www.frenglish.ru

7A I will survive

G uses of the infinitive with *to*
V verbs + infinitive: *try to*, *forget to*, etc.
P weak form of *to*, linking

What do I need to bring? *It's important to bring phone chargers.*

1 LISTENING & READING

a Imagine that somebody you know is going to go to study abroad. Think of some important advice you could give them.

1 *Before you go,...*
2 *When you get there,...*

b Video Watch *How to survive coming to study in the UK*. Then complete the headings with a verb from the list. There is one verb you don't need.

get learn make pack work

1 _____ intelligently before you come
2 _____ to know your city
3 _____ to manage your money
4 _____ friends

c Watch again. Then work in groups of three to remember the advice and 'top tip' for each heading.

1 What three things is it a good idea to take with you?

Top tip: _____

2 Where can you find out about the city you are going to? What will make travel and visiting places cheaper?

Top tip: _____

3 How can you control your spending? What can you do if you need more money?

Top tip: _____

4 Where are good places to meet new friends? What can you do if you are homesick?

Top tip: _____

d Which tips do you think would be helpful for people coming to study in your country?

2 VOCABULARY & GRAMMAR verbs + infinitive, uses of the infinitive with *to*

a Complete the missing verbs from the video.

1 You will probably w_____ to use your laptop and phone immediately.
2 R_____ to bring personal things that will make you feel at home.
3 Tr_____ to make a spending plan and stick to it.

b V **Vocabulary Bank** Verb forms *p.166* Do Part 1.

c Match sentences a–c to rules 1–3.

a In your first week, go for a long walk around the area where you live **to help you** get to know it.
b Check where **to find** the bus stops and stations.
c It can be a bit frightening **to come** to a new country on your own.

Use the infinitive with *to*...

1 after adjectives
2 to give a reason for doing something
3 after a question word, e.g. *who, what, how*

d G **Grammar Bank** 7A *p.146*

www.frenglish.ru

e Work in pairs. **A** read *How to survive working from home*. **B** go to **C Communication** *p.112* and read another article on the same topic.

How to survive working from home

In recent years, many office staff are working remotely from home. These tips will help you to enjoy it.

1 Make sure your technology is working

You MUST have good wi-fi and a good laptop. Other things that can help are noise-cancelling headphones, a second screen, and a wireless keyboard and mouse so you can work anywhere.

2 Communicate, communicate, communicate

It's important not to feel isolated, now that you can't chat to people at the coffee machine anymore. Your colleagues probably feel isolated, too. Plan video calls and phone people instead of emailing.

3 Find the right place to work

Your workspace needs to make you feel motivated. If you don't have a good place at home, consider a local coffee shop.

4 Find the right time to work

You probably don't need to work nine to five anymore. If you are more productive in the morning, get up early. If it's the afternoon or evening, maybe go for a walk in the morning and start work later.

5 Make the most of the advantages of remote working

Working from home is much more flexible. You can arrange your work hours around your family. You can go to a doctor's appointment any time. You can even work from any location round the world!

f Take turns to tell each other the five tips from your article and give more details. Then decide together which tips are the same in both articles. Which tips do you think are the most important?

3 PRONUNCIATION & SPEAKING
weak form of *to*, linking

a **7.3** Listen to three sentences. Is *to* stressed? How is it pronounced?

I want to come. It's difficult to say. Try not to be late.

Linking words with the same consonant sound

When a word ends in a consonant sound and the next word begins with the same sound, we often link the words together and only make the consonant sound once. This happens when a word ends in /t/ before *to*, so, e.g. *want to* is pronounced /ˈwɒntə/.

b **7.4** Listen and complete questions 1–10 with three or four words.

1 Have you ever _____ _____ _____ something new and failed?

2 How important is it to know _____ _____ _____ ?

3 How long do you usually spend deciding _____ _____ _____ in the morning?

4 Have you ever _____ _____ _____ _____ your phone during a class or concert?

5 Where are you _____ _____ _____ for your next holiday?

6 Are you _____ _____ _____ _____ next weekend?

7 Would you like _____ _____ _____ _____ in another country?

8 Have you ever _____ _____ _____ _____ when you weren't?

9 Do you think it's important _____ _____ _____ _____ at school?

10 Do you think it's possible _____ _____ _____ with an ex-boyfriend or girlfriend?

c Work in pairs. **A** ask **B** questions 1–5. **B** give as much information as you can. Swap roles for questions 6–10.

4 WRITING an article giving tips

W Writing Bank 7 *p.121* Write a *How to survive...* article.

www.frenglish.ru

7B Happy days

G uses of the gerund (verb + *-ing*)
V verbs + gerund
P /ŋ/, /ŋ/ + /k/

What's your idea of happiness? *Reading a really good book.*

1 VOCABULARY & GRAMMAR
verbs + gerund, uses of the gerund

a Talk to a partner. Is there a book, a film, or a song that makes you feel happy? What is it?

b Read about *Happiness is...*, and look at the cartoons. Tick (✓) the ones you most agree with. Then compare with a partner.

Illustrators **Ralph Lazar** and **Lisa Swerling** got the idea for 'Happiness is...' while sitting together one day in a hot tub at their home in California. Lisa had just finished answering all her emails, and she said 'Happiness is having an empty inbox'. Ralph replied, 'Happiness is getting into a hot tub'. They began to list things which made them happy and then illustrated them. Later, they asked people on Facebook 'What makes you happy?' and Ralph drew and posted on Instagram the ones they liked best...

c Look at the first cartoon. Which verb form do we use after the verb 'stop'?

d V **Vocabulary Bank** Verb forms *p.166*
Do Part 2.

e Look at the cartoons again. Find an example of a gerund (verb + *-ing*):

1 after a preposition
_____

2 used as a noun
_____

3 in the negative form
_____

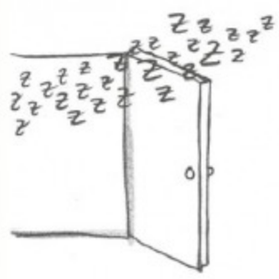
f G **Grammar Bank** 7B *p.146*

g Write your own continuation for *Happiness is...*

h Work in small groups. Read your idea to the group. Do you agree with the other students' ideas of happiness?

HAPPINESS IS...

when you suddenly realize your back has stopped hurting



being the first up

finding money in jeans you haven't worn in a while

not seeing any dirty dishes in the sink

a bird landing close without seeing you

getting your old password right on the first guess

your favourite team winning at the last minute

taking off your boots after a long hike

Adapted from Last Lemon

www.frenglish.ru

2 LISTENING & SPEAKING

a You're going to listen to some advice from the UK National Health Service (the NHS) about how to feel happier. First, tick (✓) six tips from the list that you think are advice from the NHS.

- ☐ Boost your self-esteem
- ☐ Enjoy yourself
- ☐ Have a healthy lifestyle
- ☐ Learn a new skill
- ☐ Learn to deal with your problems
- ☐ Manage your stress levels
- ☐ Spend money on other people, not on yourself
- ☐ Spend more time outside
- ☐ Take part in cultural activities
- ☐ Talk to other people

b 7.7 Listen once and number the tips you hear 1–6. Did you guess the right ones?

c Listen again and answer the questions about each tip.

Tip 1 What three things will help you stay in control when you're stressed?

Tip 2 What kinds of activities do they suggest? What two things shouldn't you do?

Tip 3 What technique can you use to control negative thoughts?

Tip 4 What two 'healthy choices' are good for your body and your brain?

Tip 5 Why is it good to share your feelings? Who can you talk to?

Tip 6 What three examples of creative activities do they suggest? How can this help?

d Do you already do any of the things in **a**? If yes, do they make you feel happier? Do any of the other four tips in **a** make you feel happier?

3 PRONUNCIATION /ŋ/, /ŋ/ + /k/

a Video Watch and repeat the sounds and words. What sound does *o* make in *doing* and *going*?

ŋ	**sing**er doi**ng** goi**ng** havi**ng** maki**ng**

b Video Watch and repeat the sounds and words.

ŋ	+	k	a**nk**le dri**nk** mo**nk**ey tha**nk**s

c 7.8 Listen to the pairs of words. Can you hear the difference?

1 a bang b bank
2 a thing b think
3 a sing b sink
4 a ping b pink

d 7.9 Now listen to four sentences. Which word in **c** did you hear?

4 SPEAKING

a Choose five things to talk about from the list.

SOMETHING...

- you **don't mind doing** in the house
- you **like doing** with your family
- you **don't feel like doing** at weekends
- you **spend too much time doing**
- you **are very good (or very bad) at doing**

SOMEWHERE...

- you **love going** to in the summer
- you **don't like going** to alone
- you **are thinking of going** to this weekend
- you **dream of going** to in the future
- you **hate going** to

b Work in pairs. **A** tell **B** about the five things. Say why. **B** ask for more information. Then swap roles.

I don't mind cooking. I quite like it, and I often cook at weekends.

www.frenglish.ru

7C Could you pass the test?

G *have to, don't have to, must, mustn't*
V adjectives + prepositions: *afraid of*, etc.
P stress on prepositions

What do I have to do? *You have to take four tests.*

1 SPEAKING

Talk in small groups.

Have you ever…

- **spoken to a tourist in English?** When? Why?
- **needed to speak in English on the phone?** Who to? What about?
- **sent a message or email in English?** Who to? What was it about?
- **seen a film or video clip in English?** Which one(s)? How much did you understand?
- **read a book or magazine in English?** Which one(s)?
- **asked for directions in English in a foreign city?** Where?
- **used an app or website to improve your English?** Which one(s)?

2 READING

a Are people from your country good at learning languages? Why (not)? Do you think British people are good at learning your language?

Topic sentences

Paragraphs usually begin with a topic sentence. This tells you what the paragraph is about. The rest of the paragraph expands on the main idea in the topic sentence and can include extra information, facts, and examples.

b Read an article about a language learning experiment. Match topic sentences A–F to paragraphs 1–6.

A So what happened after four weeks?
B But what happens when a Brit tries to learn a new language after leaving school?
C Max decided to learn Spanish.
D Motivation is obviously a problem.
E The British are famous for being bad at learning languages.
F The situation in British schools doesn't help either.

c Read the article again. Answer the questions.

1 What two examples does the writer give to show that the British are bad at learning languages?
2 Why does the writer think that British people aren't motivated to learn languages?
3 What reason do many schoolchildren give for not wanting to study a foreign language?
4 How did a British newspaper try to find out if the British really are bad at learning languages?
5 Why did Max decide to learn Spanish? How did he learn?
6 What did he do when he finished the course?

Are the British really so bad at learning languages?

1 ☐ That's been true for a long time. In any city around the world you can hear British tourists asking for the restaurant menu in English. Sometimes they try to say a couple of phrases in the local language, but they stop making an effort as soon as they discover that the waiter knows a little English. Some British people who live abroad often spend all their time with other Brits and never learn the language at all.

2 ☐ Many British people think, 'I don't have to learn a foreign language because everyone speaks English nowadays'. This is partly true. In many multinational companies, for example, employees have to speak English, as it is the company's official language of communication.

3 ☐ Children only have to learn a foreign language until they are 14. After that, they don't have to continue if they don't want to. Thirty per cent of young people say that they don't want to carry on with a foreign language because 'it's too difficult'.

4 ☐ A newspaper decided to find out by sending Max, one of its journalists, on an intensive language course. He then had to go to the country and do some 'tests' to see if he could 'survive' in different situations.

5 ☐ 'I'd like to visit Spain and Latin America in the future. If I go, I don't want to be the typical Brit who expects everyone else to speak English.' He did a one-month intensive course with three hours of classes a day at a language school in London.

6 ☐ When his course finished, he went to Madrid for the weekend to do his tests. A teacher called Paula met him there and gave him a mark out of ten for each test and then a final mark for everything.

www.frenglish.ru

3 GRAMMAR
have to, don't have to, must, mustn't

a 7.10 Listen to Max talking about the tests and complete the gaps.

The tests

You have to...
- order a drink and a [1]_____ in a bar, ask how much it is, and understand the price.
- ask for directions in the street (and [2]_____ them).
- get a [3]_____ to a famous place.
- leave a message on somebody's voicemail.

The rules
- You mustn't use a [4]_____ or phrase book app.
- You must only [5]_____ _____.
- You mustn't use your [6]_____ or mime, or write anything down.

b Look at the highlighted phrases in **a**. Which phrases mean...?

1 Do this. It's important. _____ _____

2 Don't do this. It's a bad idea. _____

c Now look at an extract from the article in **2**. Does the highlighted expression mean...?

1 I don't need to do this 2 I can't do this

> Many British people think 'I don't have to learn a foreign language because everyone speaks English nowadays'.

d **Grammar Bank** 7C *p.146*

e **Communication** What are the rules? **A** *p.106* **B** *p.112*
Complete the rules.

4 LISTENING

a 7.13 Look at Max's tests in **3a** again. Which test do you think was the easiest for him? Which do you think was the most difficult? Listen and check.

b Listen again. Mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

1 The waiter didn't understand Max.
2 The bill was €6.90.
3 The chemist's was on the first street on the right.
4 The driver understood the name of the stadium.
5 Max made a grammar mistake when he left the voicemail message.
6 Max's final mark was eight.
7 Max says you can learn the language in a month.

c How well do you think you could do Max's four tests in English? What do you have to say...?

1 to order a drink and a sandwich and ask the price
2 to ask somebody in the street for directions, e.g. to the nearest chemist's
3 to tell a taxi driver where you want to go
4 to leave a voicemail message that you have called and would like the person to call you back

5 VOCABULARY & PRONUNCIATION
adjectives + prepositions, stress on prepositions

Adjectives + prepositions

Some adjectives are usually followed by certain prepositions, e.g. *The British are **famous for** being **bad at** learning languages.* It's useful to learn the prepositions with the adjectives.

a Complete the sentences with a preposition from the list.

at (x2) for (x2) from in of (x2) to with

Languages

1 Do you think you're good _____ learning languages?
2 Is there anything about learning English that you're bad _____? What?
3 Do you think listening to pop music is good _____ your English? Why (not)?
4 Are you afraid _____ going to places where you don't speak the language? Why (not)?
5 What English-speaking countries are you most interested _____? Why?

Tourism

6 Which towns or cities in your country are full _____ tourists in the summer?
7 What tourist attractions is your country famous _____?
8 Are people in your country usually nice _____ tourists?
9 Do you get angry _____ tourists who don't try to speak your language? Why (not)?
10 Are people in your capital city very different _____ people in the rest of your country?

b 7.14 Listen and check.

c 7.15 Listen to questions 1 and 2, and 3 and 7 again. In which questions are *at* and *for* a) stressed, b) unstressed?

d Ask and answer all the questions in **a** with a partner.

www.frenglish.ru

EPISODE 4 PICTURES OF YOU

Running into trouble

Practical English at the pharmacy

1 BEN HURTS HIMSELF

a Video Look at the photo. How do you think Ben has hurt himself? What do you think he's going to do? Then watch *Ben hurts himself* and check.

b Watch again. Then choose the correct answer, a, b, or c.

1 Carla is _____ when Ben hurts his back.
- a annoyed
- b helpful
- c unhelpful

2 Ben is _____ when Izzy calls.
- a still in pain
- b feeling better
- c asleep

3 Ben decides to go for a run probably because _____.
- a he wants to see Izzy
- b he needs some exercise
- c Max is going, too

2 AT THE PHARMACY

a Video Watch *At the pharmacy*. Then answer the questions.

1 What does the pharmacist give Ben?
2 How many does he need to take?

b Watch again. Complete the **You hear** phrases.

You hear	You say
Good afternoon. Can I help you?	Yes, I hurt my back. I need something for the pain.
Of course. How did you [1] _____ it?	Well, I was moving some heavy boxes this morning.
OK, I see. Are you allergic to any [2] _____?	No.
Are you on any medication?	No, I'm not.
No problem. This is ibuprofen. It will help with the [3] _____.	Great. How many do I have to take?
Take two, every four to six hours, and if it isn't [4] _____ in two or three days, go and see your [5] _____.	OK, thanks. How much is that?
[6] _____, please.	Thank you.
You're welcome.	

British and American English

a pharmacy = both British English and American English
a chemist's = British English only
a drugstore = American English only

c Video Watch and repeat the **You say** phrases. Copy the rhythm. Then practise the conversation with a partner.

www.frenglish.ru

d **ROLE-PLAY** Work in pairs. Have a conversation. Then change roles.

A You're the pharmacist. Ask what **B**'s problem is and how it happened. Check if they are allergic to any medicines and if they are on any medication. Give **B** some medicine.

Begin: *Good morning. Can I help you?*

B You are the customer. You've hurt yourself. Answer **A**'s questions. When **A** gives you the medicine, ask about the dose.

What's the matter?

We use possessive adjectives with parts of the body, e.g. *my / your back / leg.*

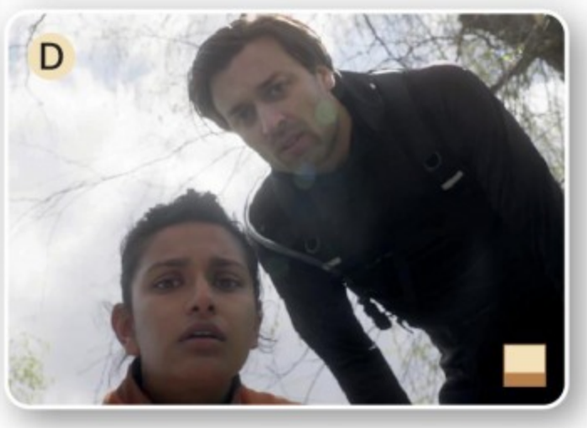
I've hurt /hɜːrt/ *my back / foot / arm.*

My head / stomach hurts /hɜːrts/.

I have a pain /peɪn/ *in my arm / leg.*

3 GETTING COMPETITIVE

a Video Watch *Getting competitive*. Then number the photos 1–5.



b Watch again. Then answer the questions.

1 Why is Ben not happy when he arrives in the park?

2 Why doesn't Ben want to do Max's warm-up exercises?

3 What does Max suggest when Ben stops the first time? Does Ben accept?

4 How does Izzy find out about Ben's back?

5 What does Izzy think about how Ben's behaving?

4 SOCIAL ENGLISH

a Match a phrase from **A** with a response in **B**.

A	B
1 No, I think I'll be OK.	☐ Just out of breath.
2 So are you coming?	☐ It's nothing serious.
3 What's wrong?	☐ I don't know what you mean.
4 What's the matter with your back?	☐ Yeah, I'm coming. See you later.
5 You and Max were running like it was the Olympics.	☐ I'll get you a cab.

b Video Watch and check.

c In pairs, practise the phrases and responses. Then change roles.

WHAT DO YOU THINK?

In pairs, talk about Izzy, Ben, and Max. Why do you think Izzy invited Max to go for a run with her and Ben? Was it a good idea? How do you think Izzy feels at the end of the episode? How do you think Ben feels?

www.frenglish.ru

8A Should I or shouldn't I?

G should
V get
P /ʊ/ and /uː/

Should I say something? *Yes, I think you should.*

1 READING

a If you have a problem, who do you prefer to talk to: a friend or a member of your family? Why?

b Read about Annalisa Barbieri. Do people think she gives good advice?

Annalisa Barbieri @annalisab

Annalisa Barbieri is a writer and broadcaster who is well-known for her 'Ask Annalisa Barbieri' problem column in *The Guardian* newspaper. She has a series of podcasts called *Conversations*, where she talks to experts about issues related to her advice column.

★★★★★ *Annalisa is the best. I wrote in and got a reply that made a huge difference to my life.*

★★★★★ *Original topics and expert guests. Genuinely interesting.*

c Read a problem which was sent to Annalisa. Then talk to a partner. Which of the three options do you think is right?

My partner has become vegan and I am very angry

Heather writes... My partner decided last year that he wanted to try a vegan diet, and I am very angry about it. He reads a lot of articles about veganism and says that being vegan is a good choice for personal health and for the planet. He has lost weight and looks great, and is happy with his choice. But I feel sad that he may never cook another delicious chicken dinner for me. Now he doesn't take part in the family cooking traditions. Also, I don't like vegan food, so there isn't anything we can both enjoy. I really miss connecting over a good dinner and wish he would go back to being an omnivore. What should I do?

Adapted from The Guardian

What should Heather do?

1 She should cook what she wants for herself and the family. If her partner wants vegan food, he should cook it himself.

2 Her partner is being unreasonable. She should talk to him and try to change his mind.

3 Eating together is really important to her and being vegan is important to him. She should learn to cook interesting vegan food so that they can share mealtimes.

d C **Communication** What Annalisa says *p.107*
Read Annalisa's advice. Do you agree?

2 GRAMMAR *should*

a Look at some sentences from the letter and Annalisa's reply. Answer questions 1–2.

What should I do?
You shouldn't get angry with him.
You should try some new recipes.

1 What do we use *should* for?
a rules b advice c permission

2 How do we make negatives and questions with *should*?

b G **Grammar Bank** 8A *p.148*

c Read the messages. What should the people do? Write a short answer to each message with *should / shouldn't*.

My neighbours have noisy parties every weekend. I can't sleep and it's driving me mad!

It was my girlfriend's birthday yesterday, and I forgot to get her anything. She isn't happy.

I share a flat with a friend, but she never does any housework.

My ten-year-old son wants a smartphone – he says all his friends have one.

3 PRONUNCIATION /ʊ/ and /uː/

a Video Watch and repeat the sounds and words. Which sound is long? Which consonant isn't pronounced in *should* and *would*?

	bull	should would good put
	boot	choose do truth you

b 8.2 Put the words in the correct group. Then listen and check.

book cool could flew food look lose pull push shoes school

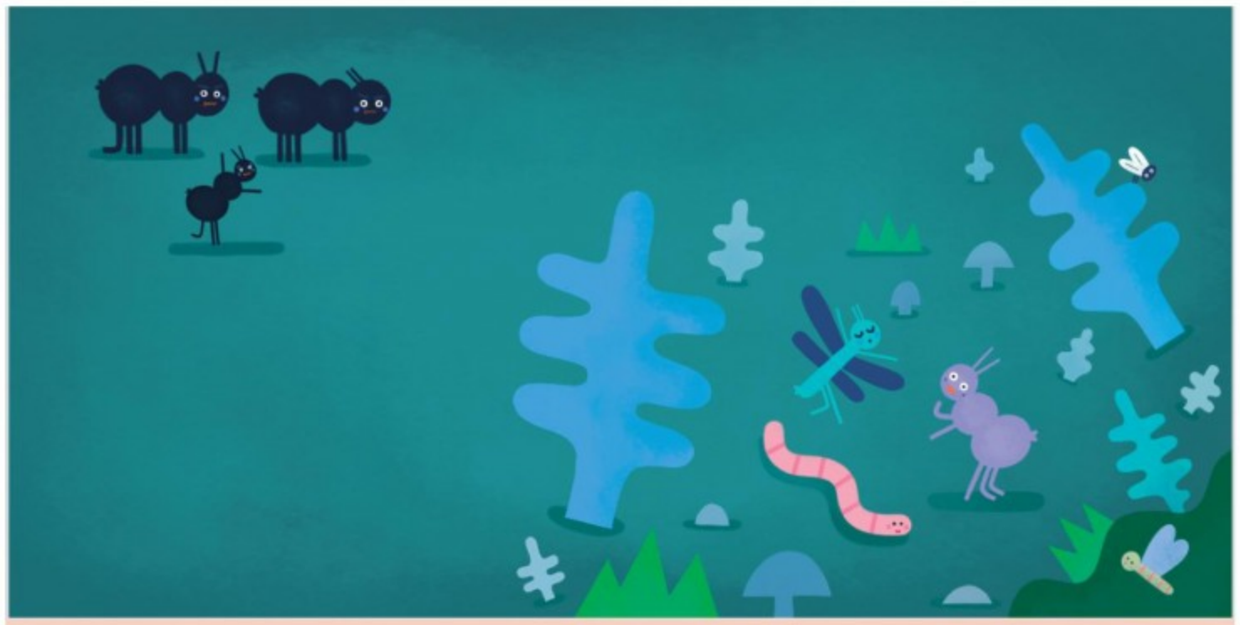
c Practise saying the sentences.

1 What should I do?
2 Should I cook vegan food?
3 You shouldn't lose your cool.
4 You should tell the truth.

www.frenglish.ru

4 SPEAKING & LISTENING

a Look at some advice for another problem. With a partner, say what you think the problem is.



What should Annabel and Peter do?

1 They should tell their 25-year-old son that he can't go on holiday – he needs to save money.
2 They should let him go – everybody needs a holiday.
3 They should let him go, but they should ask him to start paying rent.

b 8.3 Listen to Annabel and Peter phoning a radio programme called *What's the problem?* and make notes about the problem with their son. Were you right?

c Talk to your partner and choose the best advice for Annabel and Peter, 1, 2, or 3. Say why.

d 8.4 Listen to an expert giving them advice. Is it the advice you chose? Is it good advice? Why (not)?

e 8.5 / 8.6 Repeat **a–d** for Nick.

What should Nick do?

1 He should stay where he has a job and see his girlfriend at weekends.
2 He should go with her and start a new life.
3 He should tell her to stay where they are if she wants to stay together.

f 8.7 / 8.8 Now repeat **a–d** for Jane.

What should Jane do?

1 She should go on holiday with both friends.
2 She should get to know her friend's friend Angie better and then decide.
3 She should refuse to go if Angie goes too.

5 VOCABULARY & SPEAKING
get

a Look at three sentences from this lesson. Match *get* in sentences 1–3 to meanings a–c.

a buy / obtain b receive c become

1 You shouldn't get angry with him.
2 He should save his money so that he can get his own place to live.
3 I get a good salary.

b V **Vocabulary Bank** *get* *p.167*

c Video Watch the video. Make a phrase with *get* for each clip.

d In pairs, ask and answer the questions.

1 When was the last time you **got a present**? What was it? Who was it from?
2 Do you usually **get nervous** before exams or presentations? What do you do to feel more relaxed?
3 What website do you use if you want to **get tickets** a) to travel, or b) for the cinema / theatre / concerts?
4 Who do you **get on with** best in your family? Is there anybody you don't get on with?
5 How do you **get to work / school / university**? How long does it usually take you?
6 What's the first thing you do when you **get home** from work / school / university?
7 How many **messages** do you **get** a day on your phone? How many emails do you **get**? Who are they usually from? Do you answer them immediately?
8 Do you have a good sense of direction, or do you often **get lost**?

www.frenglish.ru

8B Absolutely typical!

If we don't take umbrellas, it'll rain. *Yes, that always happens!*

G *if* + present, *will* + infinitive (first conditional)
V confusing verbs
P homophones

1 READING

a If you're in a slow queue at the supermarket and you change to a different queue, what will usually happen?

b Read the first two paragraphs of the article and check. Who was Murphy? What is his 'law'?

If something can go wrong...

If you're in a queue at the supermarket and you change to another queue which is moving more quickly, what will happen? The queue you were in before will suddenly start moving faster. What will happen if you take your umbrella because you think it's going to rain later? It won't rain, of course. It will only rain if you forget to take your umbrella. These are examples of Murphy's law, which says, 'If there is something that can go wrong, it will go wrong'.

Murphy's law took its name from Captain Edward Murphy, an American aerospace engineer from the 1940s. He was trying to improve safety for pilots flying military planes. Not surprisingly, he got a reputation for always thinking of the worst thing that could happen in every situation. Here are some more examples of Murphy's law.

1 If you lose a glove and buy a new pair,...
2 If you order something online,...
3 If you arrive at the last minute for the theatre,...
4 If you're in a taxi and you're late for something important,...
5 If a technician comes to fix your computer,...
6 If you need to print a document urgently,...
7 If you get to the airport early,...
8 If you're late for your flight,...

c Now look at the eight examples of Murphy's law in the article and match them to sentences A–H.

A ___ it will immediately start working.
B ___ your seat will be in the middle of the row.
C ___ all the traffic lights will be red.
D ___ you'll find the lost one.
E ___ your flight will be delayed.
F ___ the printer won't have any paper.
G ___ there'll be a long queue at Security.
H ___ you'll be out when they deliver it.

d Do any of these things often happen to you?

2 GRAMMAR
if + present, *will* + infinitive

a In pairs, cover A–H in **1c** and look at 1–8 in the article. How many of the laws can you remember?

b Look at the laws again. What tense is the verb after *if*? What form is the other verb?

c G **Grammar Bank** 8B *p.148*

d Video Watch the video. Then, with a partner, write a Murphy's law for each clip. Use the verb phrases below.

1 wear a white shirt / spill food
2 stop waiting / arrive
3 find shoes you like / have your size
4 put your phone on 'silent' / miss a call
5 leave the room during a match / score a goal

e Compare your answers with other students. Do you have the same (or similar)?

www.frenglish.ru

3 LISTENING

a **8.12** You're going to listen to two stories. First listen to six extracts and circle the words and phrases that you hear. What do you think they mean?

Peter wanted to get a job

1 It was the *recession* / *depression* and it was very difficult to get a job.
2 I *tried for* / *applied for* lots of different jobs.
3 We *got cut off* / *got off* because the bus went into a tunnel.

Sue wanted to see a tiger

4 I was interested in *either* / *neither* a trip to see birds *nor* / *or* a trip to see a tiger.
5 I thought it would be really cool to see a tiger *in the wild* / *in Thailand*.
6 We spent *the whole* / *all* morning looking for the tiger.

b **8.13** Listen to the stories once. Why are they examples of Murphy's law?

c Listen again. Mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

1 Peter didn't have any qualifications.
2 He wasn't expecting to get a phone call about a job.
3 He couldn't call them back because his phone had no battery.
4 Sue didn't have much free time at the conference.
5 The guide was optimistic about seeing the tiger.
6 Sue didn't really enjoy her trip.

d Whose experience was more annoying? Have you ever had a Murphy's law experience?

4 VOCABULARY & SPEAKING confusing verbs

a Look at the sentences about Peter and Sue. The underlined verbs are mistakes. What verbs should they be?

1 Peter was unemployed, and was finding a job.
2 The guide said Sue that there was only one tiger in the whole park.

b **Vocabulary Bank** Confusing verbs *p.168*

c Circle the correct verb. Then ask and answer the questions with a partner.

1 Who do you *look* / *look like* in your family?
2 How many English classes have you *missed* / *lost* this year?
3 What music do you like *hearing* / *listening to* in the car?
4 Do you think football players *win* / *earn* too much money?
5 What is the best way to *know* / *meet* new friends?
6 Is it sometimes OK to *say* / *tell* a lie?
7 Have you ever *lent* / *borrowed* money to a family member?
8 Do you know anyone who's *looking for* / *finding* a flat?
9 What clothes do you usually *carry* / *wear* during the week?
10 Do you ever *look at* / *watch* films on your phone?

5 PRONUNCIATION homophones

Homophones

Homophones are words with different spellings, but the same pronunciation. Some of the confusing verbs in **4** are homophones, e.g. *I can't* ***hear*** *you. Please come* ***here***.

a **8.15** Listen to the pairs of sentences, and complete sentence b with a homophone of the **bold** word.

1 a What are you going to **wear** tonight?
  b **A** _____ are you from?
  B I'm from Warsaw.
2 a I don't **know** what to do.
  b There's _____ milk in the fridge!
3 a Hi. Nice to **meet** you.
  b Do you want _____ or fish?
4 a The maximum **weight** for hand luggage is ten kilos.
  b I'm coming! _____ for me!
5 a Please **write** soon.
  b Is it on the left or on the _____?
6 a There's only **one** ticket left.
  b Brazil _____ the match 5–1.
7 a I can't **see** the board!
  b I love swimming in the _____.
8 a Have you ever read ***War*** *and Peace*?
  b It was cold, so she _____ a coat.

b **8.16** Listen and write four sentences. Practise saying them.

www.frenglish.ru

8C Who is Vivienne?

You must be mine. *Yes. I'll be yours.*

G possessive pronouns
V adverbs of manner
P reading aloud

1 READING

a You are going to read and listen to a short story. First look at the photos in this lesson. In what century do you think the story takes place? Why?

b **8.17** Read and listen to Part 1. Then answer the questions with a partner.

1 What did the detective give Hartley? What did he offer to do?
2 What did Hartley do when he got the address?
3 What did Vivienne look like?
4 Why was Hartley angry with her?

Think about the story so far: Why do you think Vivienne didn't answer Hartley's letter?

c **8.18** Read and listen to Part 2. Then answer the questions with a partner.

1 Why wasn't Vivienne sure about accepting Hartley's offer?
2 How did Hartley try to persuade her?
3 Where did Hartley and Vivienne first meet?
4 What did Hartley think was the reason why Vivienne didn't say yes to his offer?
5 What do you think Hartley wanted Vivienne to do?

Think about the story so far: Who do you think Héloise is?

Girl – O. Henry

Part 1

'I've found where she lives,' said the detective quietly. 'Here is the address.'

Hartley took the piece of paper. On it were the words 'Vivienne Arlington, No. 341 East 49th Street.'

'She moved there a week ago,' said the detective. 'I can follow her if you want. It will only cost you $7 a day and expenses…'

'No, thank you,' interrupted Hartley. 'I only wanted the address. How much is it?'

'One day's work,' said the detective. 'Ten dollars.'

Hartley paid the man. Then he left his office and took a tram to Broadway. After walking a short distance, he arrived at the building that he was looking for. He went up the stairs, into her apartment, and saw her standing by the window.

Vivienne was about 21. Her hair was red gold, and her eyes were sea-blue. She was wearing a white top and a dark skirt.

'Vivienne,' said Hartley angrily, 'you didn't answer my last letter. It took me a week to find your new address! Why didn't you answer me? You knew I was waiting to see you and hear from you.'

Part 2

The girl looked out the window dreamily.

'Mr Hartley,' she said slowly, 'I don't know what to say to you. I understand all the advantages of your offer, and sometimes I feel sure that I could be happy with you. But, then sometimes I am less sure. I was born a city girl, and I am not sure that I would enjoy living a quiet life in the suburbs.'

'My dear girl,' said Hartley, 'you will have everything that you want. You can come to the city for the theatre, for shopping, and to visit your friends as often as you want. You can trust me, can't you?'

'I can trust you completely,' she said, smiling at him. 'I know you are the kindest of men, and that the girl who you get will be very lucky. I heard all about you when I was at the Montgomerys'.'

'Ah!' exclaimed Hartley, 'I remember so well the evening I first saw you at the Montgomerys'. I will never forget that dinner. Come on, Vivienne, promise me. I want you. Nobody else will ever give you such a happy home.'

Vivienne didn't answer. Suddenly Hartley was suspicious.

'Tell me, Vivienne, is there,' he asked, 'is there someone else?'

'You shouldn't ask that, Mr. Hartley,' she said. 'But I will tell you. There is one other person – but I haven't promised him anything.'

'Vivienne,' said Hartley masterfully, 'you must be mine.'

Vivienne looked him in the eye.

'Do you think for one moment,' she said calmly, 'that I could come to your home while Héloise is there?'

Glossary
advantage a positive thing
suburb an area where people live outside the centre of the city
trust believe that somebody is good, honest, etc.
suspicious feeling that somebody has done something wrong
masterfully in a dominant way

www.frenglish.ru

2 PRONUNCIATION reading aloud

a **8.19** Listen to the last four lines of Part 2. What tells the speakers...?

a where to pause

b in what way to say the dialogue

Reading aloud

Reading stories or poems aloud gives you the opportunity to focus on pronunciation, especially sentence rhythm.

b **8.20** Listen and repeat the names from the story.

Hartley /ˈhɑːtli/

the Montgomerys /ðə mɒntˈgɒmerɪz/

Vivienne /ˈvɪvɪən/

Héloise /ˌeləʊˈiːz/

c Practise reading aloud with a partner. **A** read Part 2 until *'...when I was at the Montgomerys"* Use the adverbs to help you, and remember to pause at the commas. Then **B** read the rest of Part 2.

3 GRAMMAR possessive pronouns

a Look at some sentences from the story. Complete them with *my* or *mine*.

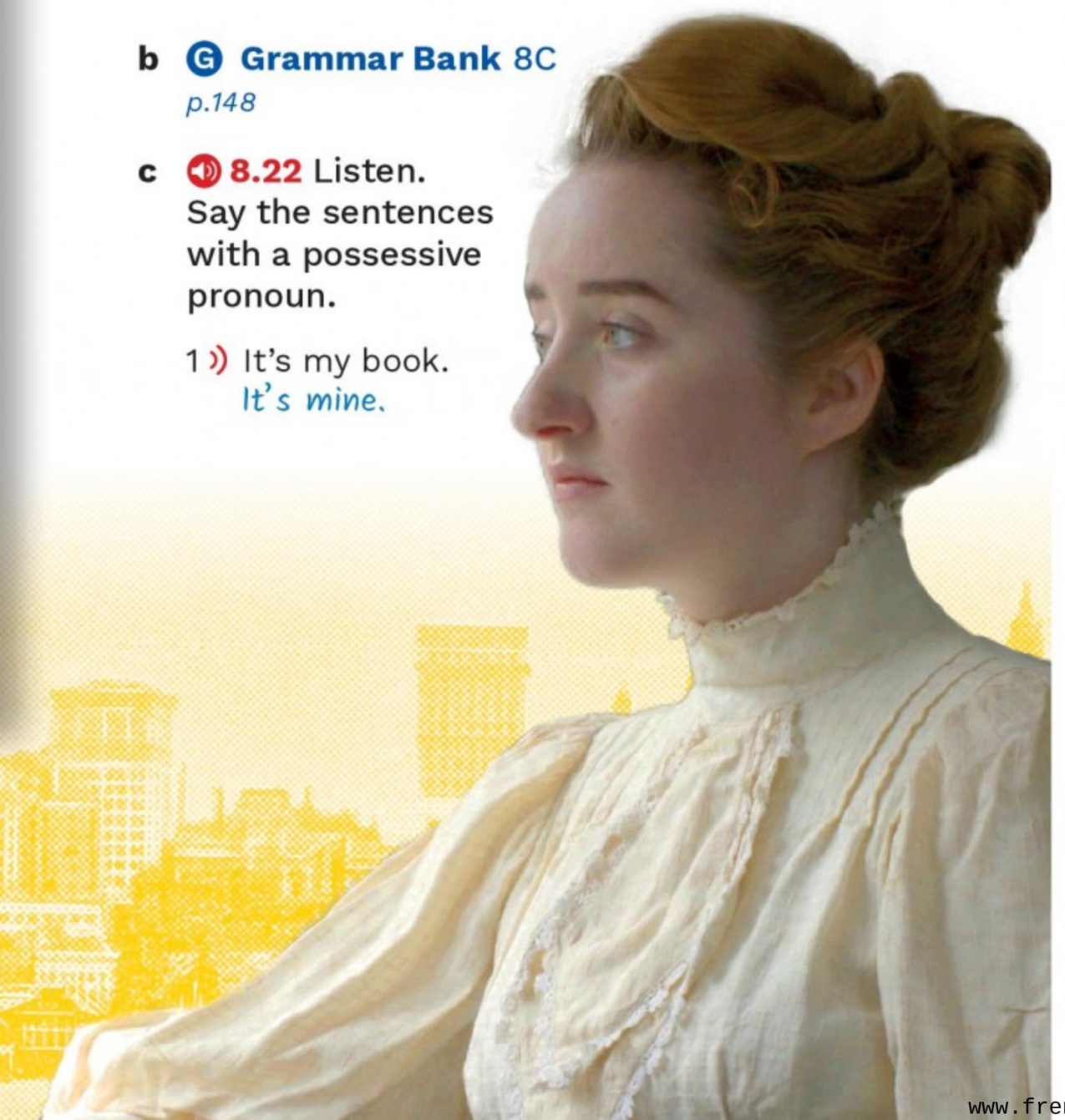
1 'Vivienne, you didn't answer _____ last letter.'

2 'Vivienne, you must be _____.'

b **Grammar Bank** 8C *p.148*

c **8.22** Listen. Say the sentences with a possessive pronoun.

1 It's my book.
It's mine.



4 LISTENING

a Video Close your books and watch Parts 1 and 2 of *Girl*.

b Video Watch Part 3. Answer the questions.

1 What did Hartley say about Héloise?

2 What did Vivienne promise to do?

Think about the story so far: Who do you think the woman on the stairs is?

c Video Watch Part 4.

1 Who was the woman on the stairs?

2 Who was Vivienne?

3 Who was Héloise?

d Did the ending surprise you? Why (not)?

5 VOCABULARY adverbs of manner

a Look at Part 2 of the story and underline six adverbs which describe how Vivienne and Hartley are behaving, speaking, or feeling.

b Make adverbs from the following adjectives.

angry lazy quiet sad serious slow

c **8.23** Listen to some lines from stories. Add an adverb from **b** after 'said' to show how the person is speaking.

1 'I'm sorry, but I don't love you,' he said _____.

2 'Give me back all my letters,' she said _____.

3 'I think...I have an idea,' he said _____.

4 'Don't make a noise. Everyone is asleep,' she said _____.

5 'I don't feel like doing anything,' he said _____.

6 'This is a very important matter,' she said _____.

d In pairs, write a short final scene between Hartley and Héloise. Include at least two adverbs of manner after *said*.

6 WRITING a short story

Writing Bank 8 *p.122* Write a story about something that happened to you.

www.frenglish.ru

7&8 Revise and Check

GRAMMAR

Circle a, b, or c.

1 I need ___ some emails.
a to answer b answer c answering

2 The situation is difficult ___.
a for explain b explain c to explain

3 I don't know what ___.
a do b to do c that I do

4 I don't really mind ___ housework.
a do b to do c doing

5 ___ is one of the best forms of exercise.
a Swiming b Swimming c Swim

6 ___ bring our books tomorrow?
a Do we have to b Have we to
c Do we must

7 It's free. You ___ pay.
a don't have to b mustn't
c haven't to

8 You must ___ your grandmother.
a to call b calling c call

9 You ___ drink so much coffee.
a not should b don't should
c shouldn't

10 I think you should ___ to her about it.
a to talk b talk c talking

11 If she ___, she won't come back.
a goes b went c 'll go

12 If they don't come soon, we ___ them.
a don't see b won't see
c aren't see

13 Call me if you ___ a taxi.
a won't find b don't find
c didn't find

14 **A** Whose book is that? **B** It's ___.
a my b the mine c mine

15 She forgot his birthday, but he didn't forget ___.
a her b hers c she

VOCABULARY

a **Circle the correct verb.**

1 When did you *know / meet* your husband?
2 Did you *tell / say* Mark about the party?
3 If we don't run, we'll *miss / lose* the train!
4 I really *wait / hope* she's passed the exam.
5 My mother always *carries / wears* a lot of jewellery.

b **Complete with a verb from the list.**

enjoy feel like finish forget hate learn mind promise

1 Don't _____ to turn off the light before you go.
2 I want to _____ to speak Italian before my trip to Verona.
3 Do you _____ going out for dinner later?
4 I _____ to pay you back next week.
5 My parents are very punctual – they _____ being late.
6 Do you _____ waiting here until I'm ready?
7 I really _____ making cakes, it's so relaxing.
8 When are you going to _____ using the printer? I need it!

c **Complete the sentences with a preposition.**

1 She was really angry _____ me because I was late.
2 Are you interested _____ this TV programme?
3 When I was a child I was afraid _____ dogs.
4 I'd really like to be good _____ dancing.
5 Eating too many sweets and biscuits is bad _____ you.

d **Complete the *get* phrases.**

1 The satnav wasn't working, so we got l_____ on the way home from Edinburgh.
2 I'm always really hungry when I get h_____ from work.
3 She was very ill, but luckily she's getting b_____.
4 We got two t_____ for the theatre to see a show.
5 I get o_____ very well with my brothers and sisters.
6 They were married for ten years, but six months ago they got d_____.
7 When I was young I got a lot of pr_____ on my birthday.

PRONUNCIATION

a **Practise the words and sounds.**

Vowel sounds

bull boot

Consonant sounds

singer vase bag monkey nose

b **Sound Bank** *p.174–5* **Say more words for each sound.**

c **What sound in a do the pink letters have in these words?**

1 ch**oo**se
2 l**oo**k
3 lo**v**e
4 doi**ng**
5 **kn**ow

d **Underline the stressed syllable.**

1 sur|vive
2 ha|ppi|ness
3 a|fraid
4 pre|tend
5 bo|rrow

www.frenglish.ru

Can you understand this text?

a Read the article. Does it give you...?

1 explanations and tips about queuing
2 information about the history of queuing
3 stories about queuing

How to be a queue winner

Do you know why the queues at the other checkouts in the supermarket always seem to move faster than yours? A book by David Andrews, *Why Does the Other Line Always Move Faster?*, has the answer: because you only notice how fast the other queues are moving when yours is moving slowly. If your queue moves fast, then you won't notice the slower queues at all, because you're busy unloading your trolley, putting things into bags, and paying.

Of course, another part of the answer is simple probability. If there are three queues in the supermarket and you join the middle one, there is a two in three chance that one of the other queues will be the fastest, whereas yours only has a one in three chance.

So how can you be a queue winner?
According to Andrews, this is what you should do:

1 Choose a queue on the left. Most people are right-handed and choose queues on the right, so queues on the left are often shorter.

2 Don't use the express lane. Lots of people with a few items can be slower than a few people with lots of items.

3 If you can, choose a queue where the cashier can see the people waiting. They work faster when they see the line is moving.

4 Choose a queue that has more men in it. Men are not always very patient, and sometimes give up and leave the queue if it's moving very slowly.

5 Don't think too much! Sometimes it's best just to join the queue with the fewest people.

British and American English
queue = British English
line = American English

b Read the article again. Match the sentence halves.

1 If your queue moves fast, ___
2 If there are three queues, ___
3 If you choose a queue on the left, ___
4 If there are a lot of people in the express lane, ___
5 If the cashiers can't see the queue, ___
6 A queue with only women in it, ___

a yours will probably not be the fastest.
b it will move more slowly than a normal lane.
c you'll be too busy to notice the other queues.
d they won't work as fast.
e may move more slowly than a queue with both men and women.
f you will probably spend less time waiting.

Can you understand these people?

Susie Tarquin Katelyn Joseph Alison

Video **Watch and answer the questions.**

1 For Susie, happiness is ___ and having good food and music.
a going out with friends
b being at home with friends
c going to a friend's house

2 Tarquin speaks ___ French.
a very good b very fluent c quite good

3 Katelyn doesn't usually ask her parents for advice ___.
a because she doesn't get on with them
b because they are much older then she is
c because she lives far away from them

4 Joseph suggests that people who can't sleep should ___.
a have the window open at night
b buy a really comfortable bed
c leave their phone in another room

5 Alison thinks the British are bad at learning languages because ___.
a they don't think it's necessary
b they don't have good teachers
c English is easier than most other languages

Can you say this in English?

Tick (✓) the box if you can do these things.

Can you...?

1 ☐ talk about something you would like to learn to do, and someone you think would be interesting to meet
2 ☐ talk about three things you like, love, and hate doing
3 ☐ talk about the rules in your (language) school using *must* and *have to*
4 ☐ give someone advice about learning English using *should* and *shouldn't*
5 ☐ remember three examples of Murphy's law in English
6 ☐ say two true sentences using *mine* and *yours*

www.frenglish.ru

9A Watch out!

What would you do if you saw a bear? *I'd run away.*

G *if* + past, *would* + infinitive (second conditional)
V animals and insects
P word stress

1 VOCABULARY & PRONUNCIATION
animals and insects, word stress

a Video Watch the video. Which animals are they?

b V **Vocabulary Bank** Animals *p.169*

c Look at the animal words below. Can you remember which syllable is stressed? Underline it.

ca|mel cro|co|dile dol|phin e|le|phant
gi|raffe kan|ga|roo li|on mo|squi|to

d 9.2 Listen and check. Are any of these words similar in your language? Is the stress in the same place?

e In pairs, ask and answer the questions.

1 Do you have (or have you ever had) a pet? What was it?
2 What's your favourite film about an animal?
3 What was your favourite cartoon animal when you were young?
4 What animal would you most like to see on a safari?
5 Are there any animals or insects you are really afraid of?
6 Are you allergic to any animals or insects?
7 What are the most dangerous animals or insects in your country?

2 LISTENING

a Look at the photos of the five most dangerous animals or insects in the UK. Which do you think are the most dangerous?

b Video Watch *The UK's most dangerous animals* and check. Then complete the names of the animals 5th–1st.

5th _____
- They only attack when people [1]*try to harm them / step on them by accident.*
- The last time somebody died from a bite was [2]*14 / 40* years ago.

4th _____
- They kill at least one person [3]*every year / every two years.*
- Most attacks happen when people are walking in fields with [4]*young children / dogs*, usually in spring or [5]*summer / autumn.*

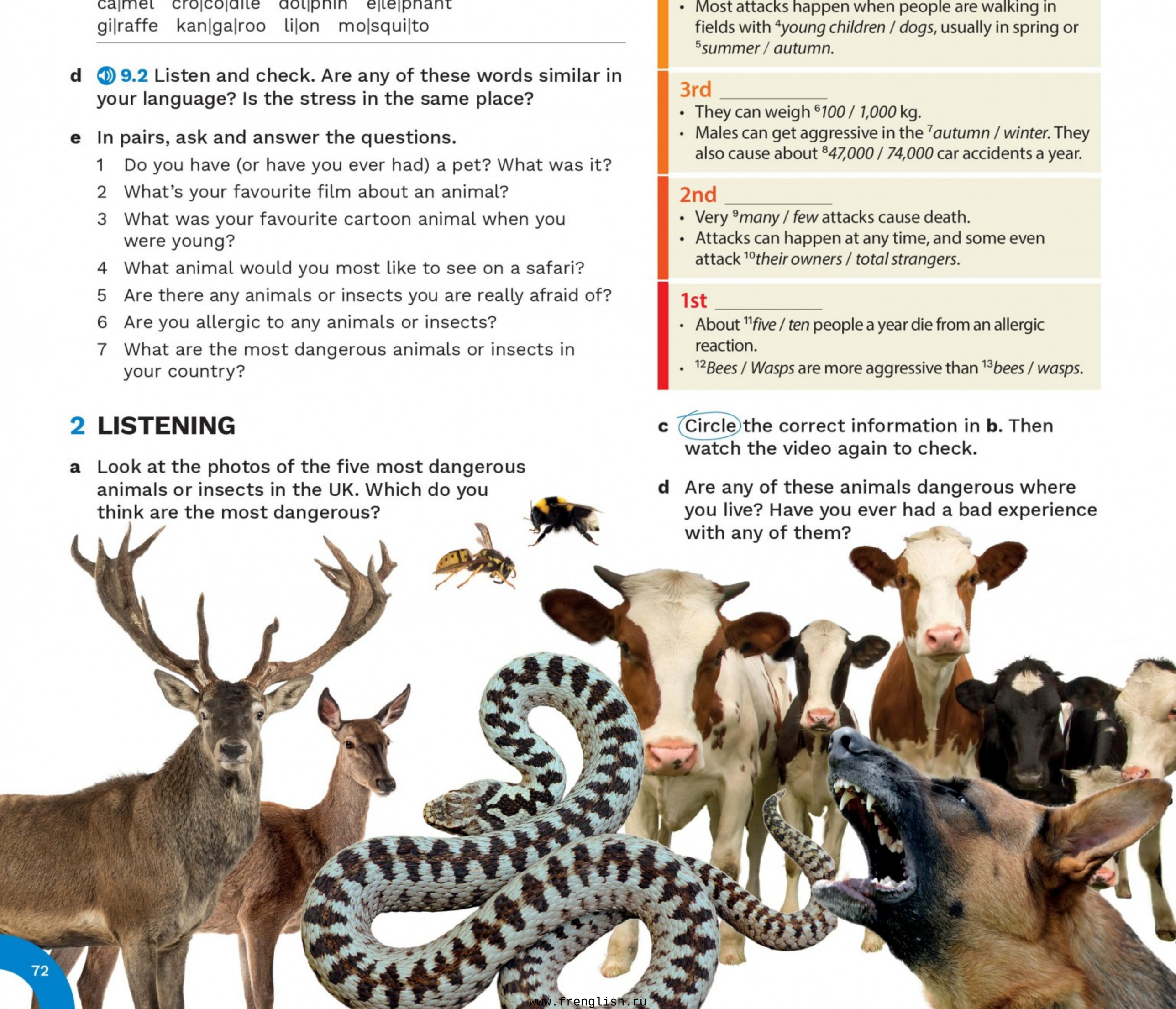
3rd _____
- They can weigh [6]*100 / 1,000* kg.
- Males can get aggressive in the [7]*autumn / winter.* They also cause about [8]*47,000 / 74,000* car accidents a year.

2nd _____
- Very [9]*many / few* attacks cause death.
- Attacks can happen at any time, and some even attack [10]*their owners / total strangers.*

1st _____
- About [11]*five / ten* people a year die from an allergic reaction.
- [12]*Bees / Wasps* are more aggressive than [13]*bees / wasps.*

c Circle the correct information in **b**. Then watch the video again to check.

d Are any of these animals dangerous where you live? Have you ever had a bad experience with any of them?



www.frenglish.ru

3 READING & SPEAKING

a Read the quiz questions and answers. Complete each question with an animal or insect from the list.

bee cows dog jellyfish shark snake wasp

Would you know what to do?

We all love seeing animals on TV and in wildlife parks, but some animals can be dangerous. If you met one in real life, would you know the right thing to do? Read about some common and some less common situations and decide what you would do.

In the city

1 **What would you do if a large, aggressive _____ ran towards you?**

a I would shout 'down' at it several times.
b I would put my hands in my pockets and walk slowly backwards.
c I would keep completely still and look in its eyes.

2 **What would you do if you were driving and a _____ or _____ flew into the car?**

a I would open all the windows and wait for it to fly out.
b I would try to kill it with something near at hand.
c I would wave my hand to make it go out.

In the country

3 **What would you do if a poisonous _____ bit you on the leg, and you were more than 30 minutes from the nearest town?**

a I would put something very cold on it, like a water bottle.
b I would suck the bite to get the poison out.
c I would tie something, e.g. a scarf, on my leg above the bite.

4 **What would you do if you were walking a dog on a lead and some _____ started moving towards you?**

a I would let the dog run free.
b I would pick the dog up in my arms.
c I would shout and wave my arms.

In the sea

5 **What would you do if a _____ stung you?**

a I would rub the sting with a towel to clean it.
b I would wash the sting with fresh water.
c I would wash the sting with vinegar or sea water.

6 **What would you do if you were quite near the shore and you saw a _____?**

a I would swim to the shore as quickly and quietly as possible.
b I would float and pretend to be dead.
c I would shout for help.

Glossary

1 _____ = take liquid into your mouth
2 _____ = move a cloth over something
3 _____ = speak loudly
4 _____ = stay on the surface of water
5 _____ = move sth from side to side
6 _____ = not move
7 _____ = attach two things together

b Read the quiz again, and complete the glossary with verbs from the list. Then circle your answers, a, b, or c.

shout keep still wave suck tie rub float

c C **Communication** Would you know what to do? **A** *p.107* **B** *p.111* **C** *p.112* Read the answers to one section and tell the others. Did you all choose the right answers?

d Have you ever been in any of these situations? What did you do?

4 GRAMMAR

if + past, *would* + infinitive

a Look at quiz questions 1–6 again. Are they about a past situation or an imagined future situation? What tense is the verb after *if*? What form is the other verb?

b G **Grammar Bank** 9A *p.150*

5 SPEAKING

Work in groups of three. Take turns to choose a question and ask the others in the group. Then answer it yourself.

What would (or wouldn't) you do...?

- if you saw a mouse in your kitchen
- if you saw a dog attacking someone
- if a bird or a bat flew into your bedroom
- if you saw a large spider in the bath
- if it was a very hot day and you were on a beach that was famous for shark attacks
- if somebody offered to give you a fur coat
- if your neighbour's dog barked all night
- if a friend asked you to look after their cat or dog for the weekend
- if you went to somebody's house for dinner and they gave you:

a horse meat b goat c kangaroo

Talking about imaginary situations with *would / wouldn't*

I'd (definitely)...
I think I'd (probably)...
I (probably) wouldn't...
I (definitely) wouldn't...
I don't think I'd...

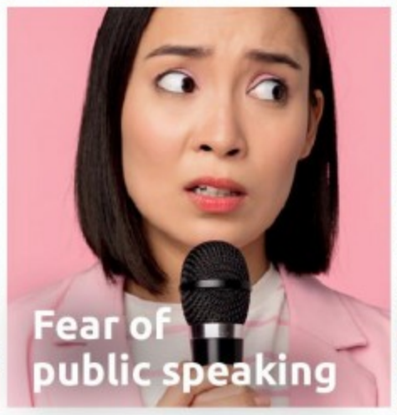
www.frenglish.ru

9B Don't panic!

G present perfect + *for* and *since*
V words related to fear
P sentence stress

Do you have any phobias? *Yes, I've been afraid of heights since I was a child.*

1 READING & VOCABULARY
words related to fear



a Look at the photos of phobias. Are you afraid of any of these things?

b Read some information from a website about phobias. Complete the headings with the phobias in **a**.

c Now read some comments posted on the website. Match comments A–E to phobias 1–5.

d Look at the highlighted words and phrases in the phobias and comments and match them to the definitions.

1 the noun made from the adjective *afraid* _____
2 an adjective which means *very afraid* _____
3 two synonyms for *afraid* _____, _____
4 to suddenly feel afraid and not be able to think clearly _____
5 to be badly affected by something _____
6 to stop moving suddenly because of fear _____

e Do you, or does anyone you know, have a phobia? When and how did it start? How does it affect your or their life?

My brother is really scared of flying. He gets very nervous before he flies somewhere. It started about ten years ago when...

PHOBIAS

1 _____ Some people with this phobia find it difficult to pass the test. Others are anxious on motorways or certain roads. In extreme cases, people are afraid of being a passenger in a vehicle. Comment

2 _____ People say that actor Nicole Kidman suffers from this phobia. It is closely linked to a general fear of insects. People with this phobia are afraid of most insects with wings, and they feel nauseous or they panic if they see them. Comment

3 _____ This phobia is something that business people and actors sometimes suffer from, though it can affect anybody. In extreme cases, some people simply freeze in front of their audience, and are unable to say anything at all. Comment

4 _____ This phobia affects nearly one in every 20 adults. People with this phobia, also called vertigo, usually avoid tall buildings, skiing, or standing on balconies. Comment

5 _____ People with this common phobia feel very anxious or scared if they are in a noisy place where there a lot of people, for example, a shopping mall or a sports stadium. They often avoid these kinds of places, and some even feel unable to leave their home. Comment

COMMENTS

A It started when I was at secondary school. I was 15 and I was in a debating team. We were all standing on stage in front of the rest of the school and when it was my turn to speak, I opened my mouth but nothing came out. I was well prepared, I knew what I had to say, but I just couldn't do it with all these people looking at me. *Vincent*

B I passed my test in my 20s, but I didn't need a car until I was in my 40s and we moved to the country. I'm OK if I'm the only one on the road, but if there's a lorry coming in the other direction, I panic and I'm convinced that it's suddenly going to crash into me. I'm also always frightened that I'm going to get lost. I sometimes have to drive, but I hate it. *Cris*

C When I was at nursery school – I was about five – I was wearing a dress with flowers on it and we were outside playing when I looked down and a really big one was sitting on one of the flowers. I was terrified and screamed, but it stayed there for a few minutes – or that's what I remember. I've had the phobia since then – I always thought I was the only person who had it. *Esther*

D I'm much better than I used to be. Now I am older, I have ways of managing my phobia. For example, I usually go to the supermarket late at night when it's less busy. Same for the cinema, I quite often go to see a film in the afternoon when there are only a few people in the audience. *Diarmuid*

E I've had this phobia for at least 20 years. We were on holiday and we went to a beautiful park and there was a very narrow rope bridge across the river – you had to walk across one person at a time. I got halfway across and then I couldn't move. It was awful. Since then, being anywhere high makes me feel sick and dizzy. *Emily*

www.frenglish.ru

2 LISTENING

a 9.4 Listen to an interview with Jo about her phobia. Answer the questions.

1 What is Jo afraid of?
2 When did the phobia start?
3 When did she realize she had a problem?
4 Where did she go for therapy?
5 Is her phobia better now?

b Listen again. Why are these things important?

The incident that made her realize her phobia was serious

boyfriend floor car door stop

Her therapy

doctor the other people on the course
a piece of paper and a glass the end of the day

c Which of the phobias in the lesson do you think is the most rational / the most irrational / the most common? What other common phobias do you know of?

3 GRAMMAR
present perfect + *for* and *since*

a Look at an extract from the interview with Jo. Answer the questions.

'I've had it since I was a child, so for more than 40 years.'

1 When did Jo begin to have the phobia?
2 Does she have it now?

b **Grammar Bank** 9B *p.150*

c Complete the phrases with *for* or *since*.

_____	1990	_____	a long time
_____	about 20 years	_____	ages
_____	I was a child	_____	six months
_____	the 4th of May	_____	a few weeks
_____	then	_____	I got up this morning
_____	8.15	_____	five minutes

d 9.6 Listen and check. Practise saying the phrases.

e Video Watch the video. Answer the question for each clip using the present perfect and *for* or *since* + a time expression.

1 How long has she been afraid of dogs?
She's been afraid of dogs since she was a baby.

4 PRONUNCIATION
sentence stress

a 9.7 Listen and repeat. Copy the rhythm.

1	I've worked	I've worked here	I've worked here for ten years.
2	We've lived	We've lived in London	We've lived in London since 2012.
3	How long	How long have you known	How long have you known your best friend?

b 9.8 Listen and write five sentences. Practise saying them.

5 SPEAKING

a Look at the questions below. Which two tenses do you need to use? What are the questions?

have	**/ a pet?** What is it? How long / it?
	/ a tablet? What kind? How long / it?
live	**/ in a modern flat?** How old is it? How long / there?
	/ near this school? Where exactly? How long / there?
know	**/ anybody from another country?** Where's he (or she) from? How long / him (or her)?
be	**/ a fan of a football team?** Which team? How long / a fan?
	/ a member of a club or organization? Which one? How long / a member?
	/ married? What's your partner's name? How long / married?

b 9.9 Listen and check.

c Move around the class and ask other students the questions. If they answer *Yes, I do* or *Yes, I am* to the first question, ask the second question. Try to find a different person for each question.

Do you have a pet? — *Yes, I do.*

What is it? — *A dog.*

How long have you had it?

www.frenglish.ru

9C Born to be stars

G present perfect or past simple? (2)
V biographies
P word stress, /ɔː/

They've been married for 20 years. *Where did they get married?*

1 VOCABULARY & PRONUNCIATION
biographies, word stress, /ɔː/

a Number the events in a logical order. Compare with a partner. Do you agree?

1 **be born**
_ marry sb / get married
_ go to primary school
_ have children
_ go to secondary school
_ go to university
_ leave school
_ separate
_ get a job
_ divorce sb / get divorced
_ retire
_ fall in love
13 **die**

b 9.10 Look at the highlighted words in **a**. Which syllable is stressed? Now listen to the verbs and phrases and check.

c Video Watch and repeat the sound and words.

horse	born divorced fall

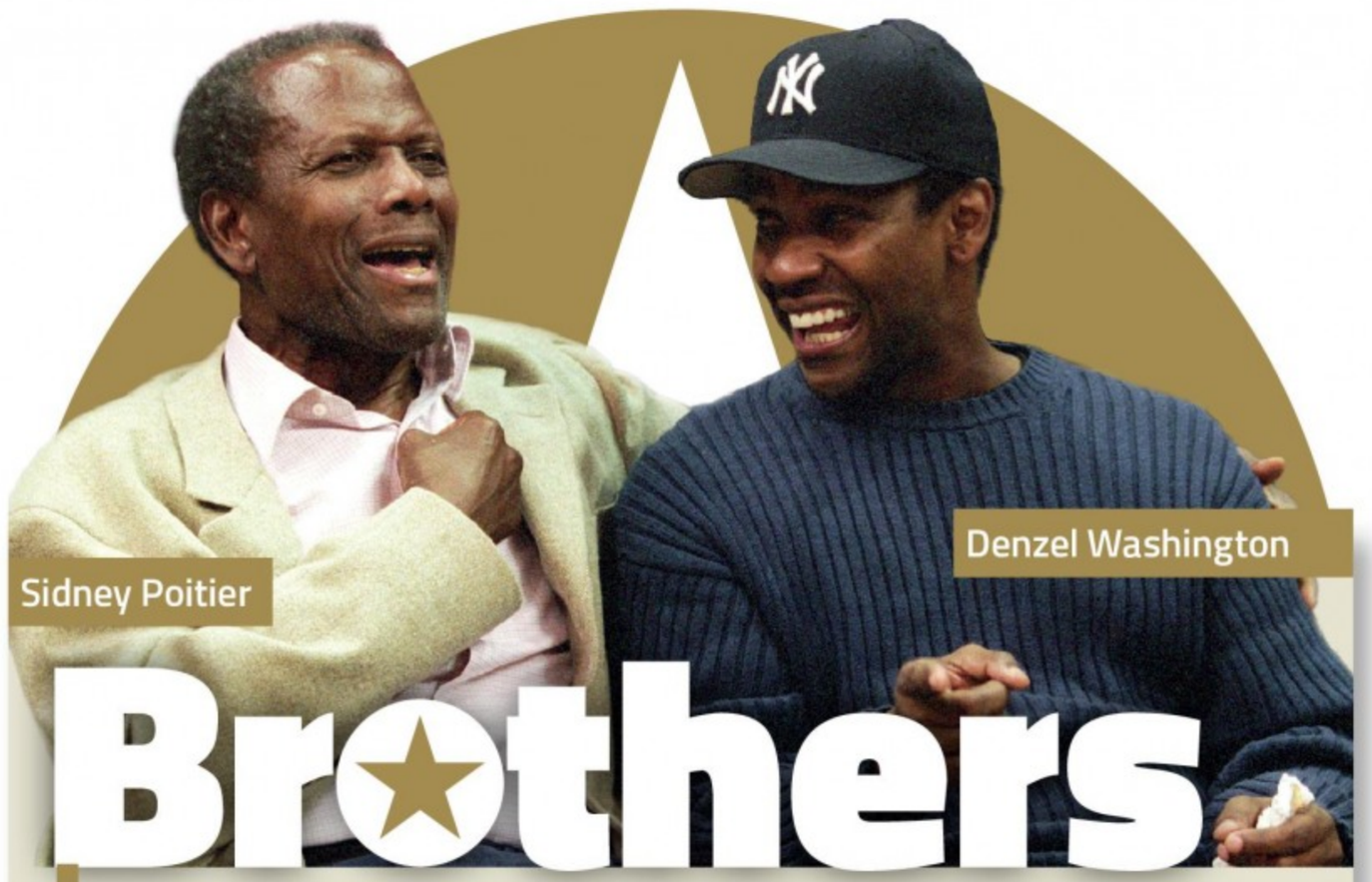
d Practise saying these words. Circle the ones with the /ɔː/ sound.

more work world small walk worse
talk ball form bought four word

e 9.11 Listen and check. What rule can you hear for words with *wor* + consonant?

2 READING

a Look at the photo of two actors and read some facts about their lives. How are they similar? Have you seen any of their films?



Brothers in arms

Sidney Poitier (1927–2022) was the first black person to win the Best Actor Oscar in 1964 for his performance in *Lilies of the Field*. Denzel Washington (1954–) was the second black man to win the Best Actor Oscar in 2002 for *Training Day*. He described Poitier as 'the man who opened doors for us that had been closed for years'.

Sidney Poitier was the youngest of seven children. His parents were tomato farmers who worked in the Bahamas, where they had no running water or electricity.

He was born two months early and nobody expected him to live. His mother went to see a fortune-teller to find out if he would survive. She said, 'Don't worry about your son. He will carry your name to many places.'

At 16, with no education, Sidney arrived in New York with only $3 in his pocket. He tried to get a job as an actor, but the director told him, 'Stop wasting your time. Get a job as a dishwasher.'

1 _ 2 _ 3 _

Denzel Washington was born in New York. His mother owned a beauty parlour, and his father was a church minister.

His parents divorced when he was 14, and his mother sent him to an expensive private school. He later went to university and got a degree in drama and journalism.

At a time when Denzel wasn't doing well at university, a woman told his mother that she had a prophecy about her son. She said that he 'would travel the world and speak to millions of people'.

4 _ 5 _ 6 _

www.frenglish.ru

b Read six more facts about their lives. In pairs, decide which three are about Sidney Poitier and which three are about Denzel Washington. Then complete the text in **a** with facts A–F in a logical order.

A He has been married since 1983, and he and his wife Pauletta have four children, two sons and two daughters.

B He has played many Shakespeare roles since his early days as an actor, both in theatre and film, including Lord Macbeth in Joel Coen's 2021 film *The Tragedy of Macbeth*.

C He received many awards, including a knighthood from Queen Elizabeth II and an Honorary Oscar in recognition of his 'remarkable accomplishments as an artist and as a human being'.

D He was married twice, to a dancer, with whom he had four daughters, and to a Canadian actor, with whom he had two daughters.

E He has received many awards, including an Oscar for Best Supporting Actor for his role in the film *Glory*.

F In his 50 years in film, he starred in and directed 40 films. He played many iconic roles, including a young doctor in *Guess Who's Coming to Dinner* and a teacher in *To Sir, with Love*.

Glossary
knighthood a title (e.g. Sir Elton John) in the British honours system
Honorary Oscar an award for achievement (rather than for a specific film)

c 9.12 Listen and check.

d Close your books and tell your partner what you can remember about the two men. What else do they have in common?

3 GRAMMAR present perfect or past simple? (2)

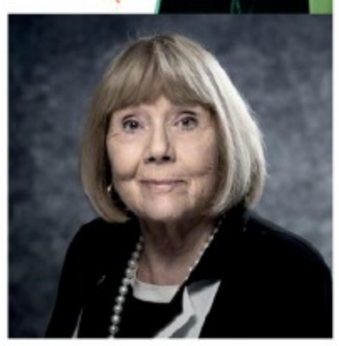
a Look at sentences 1–6. Which ones are about Denzel Washington? Why are the tenses different?

1 He **played** many iconic roles, including a young doctor in *Guess Who's Coming to Dinner*.
2 He **has played** many Shakespeare roles since his early days as an actor.
3 **He has been** married since 1983.
4 **He was** married twice.
5 **He received** many awards, including a knighthood from Queen Elizabeth II.
6 **He has received** many awards, including an Oscar for Best Supporting Actor.

b G **Grammar Bank** 9C *p.150*

4 LISTENING

a Look at some photos from a documentary about an actor. Do you know who she is, or any films or TV series she's been in?



b Video Watch *An icon for 60 years*. Then, with a partner, say why the following are mentioned.

Her early life
Doncaster *It's where she was born.*
India

Her education
Fulneck Girls' School
RADA

Her early career
The Royal Shakespeare Company
Secret Agent Emma Peel
£150 → £450 a week

Her later career
On Her Majesty's Secret Service
Lady Olenna Tyrell
Last Night in Soho

Her private life
Rachael
A big party
'Oh, but I've had such a life!'

c What do you think makes an actor become an icon? What actors from your country do you think are icons?

5 SPEAKING

a Think about an older person (a friend or a member of your family) who is alive and who you know well. Prepare to answer the questions below about their life and to tell your partner any other interesting information about them.

The past	The present
When was...born?	Where does...live now?
Where was...born?	How long has...lived there?
What did...do after they left school? (e.g. get a job, go to university, get married, have children, etc.)	What does...do? (job)
	What does...do in their free time?
	Do you think...has had a good life? Why (not)?

b Interview a partner. Ask for more information. Do your two people have anything in common?

I'm going to tell you about my grandmother.

When was she born?

6 WRITING a biography

W **Writing Bank** 9 *p.123* Write a biography of an actor.

www.frenglish.ru

EPISODE 5 PICTURES OF YOU

What's going on with Max?

Practical English following directions

1 THE REAL PROBLEM

a Video Watch *The real problem*. Then answer the questions.

1 What's Ben doing this evening? How does he feel about it?

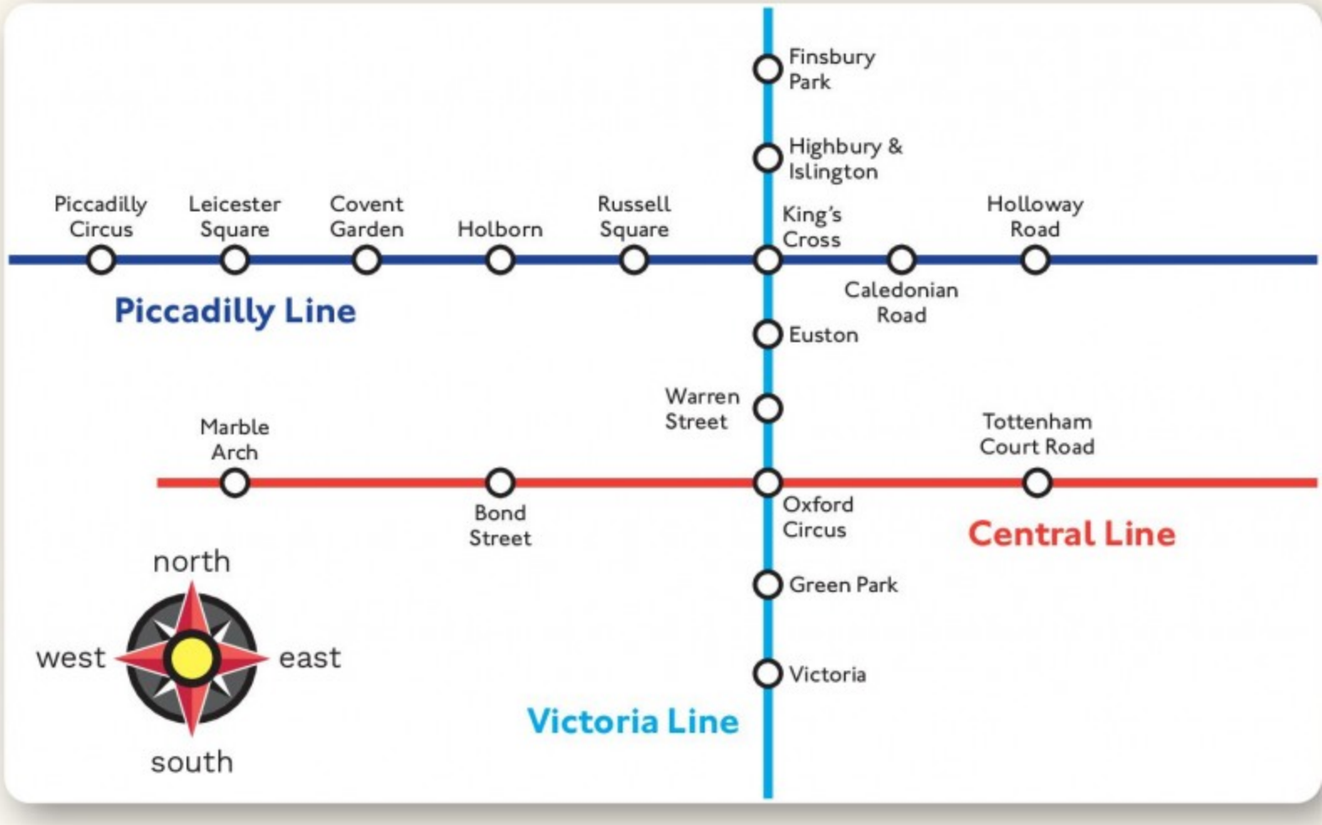
2 Who is the most optimistic about Ben and Izzy's relationship, Carla, Emma, or Ben?

b Watch again. Then tick (✓) the things Ben is unhappy about.

- ☐ having to work too many hours in the café
- ☐ having to go to Izzy's work event
- ☐ how Izzy's colleagues talk to him
- ☐ how Emma talks about Izzy
- ☐ how Izzy is different at work
- ☐ having to put on smart clothes this evening

2 FOLLOWING DIRECTIONS

a Look at the map and answer the questions. What do the **bold** words mean?



1 How many **stops** are there from Piccadilly Circus to King's Cross?

2 Is the train from Leicester Square to King's Cross an **eastbound** or **westbound** train?

3 Which **line** do you need to **get** to go to Green Park?

4 At which station do you **get off** on the Central line to **change to** the Victoria line?

b Video Watch *Following directions*. **Then choose the correct answer, a, b, or c.**

1 Ben is meeting Izzy at...

a a restaurant.

b a bar.

c Warren Street Tube station.

2 Izzy tells Ben to...

a walk, then take the Tube.

b take the Tube, then take the bus.

c take the Tube, then walk.

www.frenglish.ru

c Watch again. Complete the **You hear** phrases.

You hear	You say
	I'm on my way. What's the best way to get to the bar?
By Tube. Get the Piccadilly [1] _____ westbound to King's Cross.	OK, and then?
Then [2] _____ to the Victoria line southbound and get off at Warren Street. It's only two [3] _____.	Could you say that again?
(Izzy repeats the directions)	Where's the bar?
Turn [4] _____ out of the station, then go [5] _____ on about 50 metres and take the second right. That's Grafton Way. The place is on the [6] _____. It's called The Conversation Bar.	Got it. Thanks. See you soon.
And Ben?	Yes?
Please don't be late.	

d Video Watch and repeat the **You say** phrases. Copy the rhythm. Then practise the conversation with a partner.

e **ROLE-PLAY** Use the Tube map. Work in pairs. Have conversations. Then change roles.

A **B** is at Euston. Choose a destination on the Tube map (with one change), but don't tell **B** the name of the Tube station. Give **B** directions.

Begin: *Get the ... line ... bound.*

B Follow **A**'s directions and tell **A** which Tube station you have arrived at. Were you right?

3 IZZY'S WORK PARTY

a Video Look at the photos. What do you think is happening in each one? Watch *Izzy's work party* and check.

b Watch again. Who...? Write **B** (Ben) or **I** (Izzy).

1 got the wrong idea ___
2 was embarrassed ___
3 apologizes ___
4 complains about not having enough time together ___
5 explains what they really feel ___
6 ends the conversation ___

4 SOCIAL ENGLISH

a Match a phrase in **A** with a response in **B**.

A	B
1 What's wrong with you?	☐ No, of course not.
2 Couldn't you see it was a work photo?	☐ Max? Oh, come on, Ben.
3 Are you annoyed that I'm successful?	☐ Then what?
4 What's going on with Max?	☐ That's not fair.
5 I feel like I don't know who you are anymore.	☐ I said I'm sorry, OK!
6 If you don't like who I am, then I...	☐ Look, I made a mistake. OK?

b Video Watch and check.

c In pairs, practise the phrases and responses. Then change roles.

WHAT DO YOU THINK?

In pairs, talk about the party. Who do you think behaved worse, Ben or Izzy? Are Ben and Izzy still right for each other? What do you think is going to happen?

www.frenglish.ru

10A Winners and losers

G expressing movement
V sports, expressing movement
P word stress

Where did you run? *I ran round the park.*

1 VOCABULARY & PRONUNCIATION
sports, word stress

a Video Watch the video. Can you remember the ten sports?

b 10.1 Underline the stressed syllable in the sports in the list. Listen and check.

ath|le|tics base|ball
bas|ket|ball cri|cket
gym|nas|tics hand|ball
ho|ckey ice ska|ting
ka|ra|te rug|by sai|ling
wind|sur|fing

c Answer the questions.

1 Which three sports in **b** are verbs? What's the difference between, e.g. *cycle* and *go cycling*?

2 For the other sports in the list, do we use *play* or *do*?

2 SPEAKING

Ask and answer with a partner. Give and ask for as much information as you can.

Sport – you 😍 love it or you 😬 hate it

Do you do any sport or exercise?

- **Yes.** What? Do you enjoy it?
- **No.** Why not? Did you do more sport or exercise in the past? Why do you do less now?

Which sports do you think are the most exciting to watch?

Which sports do you think are the most boring?

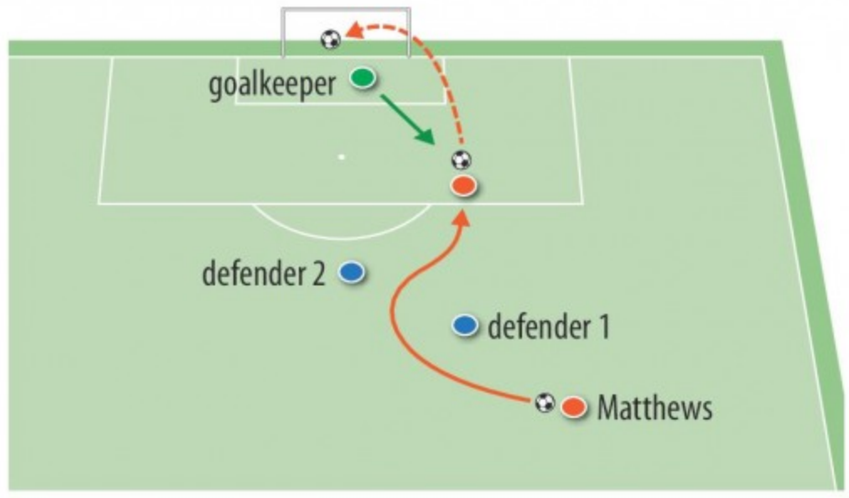
Are you (or is anyone in your family) a fan of a sports team? Which one? Do you (or they) go to their matches?

Have you ever been to any live sporting events?

What is the most memorable sporting event you have ever been to or watched on TV?

3 VOCABULARY & GRAMMAR
expressing movement

a 10.2 Listen to the football commentary. Complete the sentences.



He goes [1]_____ one defender, and another. The goalkeeper's coming [2]_____ him. Matthews shoots. And the ball goes [3]_____ the goalkeeper and [4]_____ the goal!

b V **Vocabulary Bank** Expressing movement *p.170*

c Video Watch the video. Then complete the sentences with a verb from the list and a preposition of movement.

cycle hit ~~jump~~ kick run ski throw

1 She's *jumping over* the bar.
2 He's _____ the ball _____ the hoop.
3 He's _____ the ball _____ the net.
4 She's _____ _____ the mountain.
5 They're _____ _____ the track.
6 She's _____ the ball _____ the goal.
7 He's _____ _____ the line.

d G **Grammar Bank** 10A *p.152*

www.frenglish.ru

4 READING & SPEAKING

a Has a sports team or player you support ever lost a really important game? How did you feel? How long did the feeling last?

b Look at photos A–E. What sports do you think they are? Read the article once and check. Match the photos to paragraphs 1–5.

Bad losers?

The hardest lesson to learn in sport is how to lose like a true sportsperson. Here are some famous moments when losing was just too hard...

1 In the 2016 Olympic Games in Rio, the USA women's soccer team was playing against Sweden. The match ended in penalties. Before Sweden's final penalty kick, US goalkeeper, Hope Solo, deliberately made the Swedish player Lisa Dahlkvist, who was standing at the penalty spot, wait for several minutes while she changed her gloves. Dahlkvist then scored the winning goal. Solo was upset after losing the match and criticized the Swedish team. 'We lost to a bunch of cowards. They didn't want to play great soccer.' Later she was given a six-month ban.

2 In 2018, tennis legend Serena Williams was playing Naomi Osaka of Japan in the US Open final. She lost the first set and was losing the second when she started to get frustrated. First, she insulted the umpire, Carlos Ramos, because he said her coach was helping her (he was). Next, she broke her racket after losing an important point. Later, she lost her temper again and shouted rudely at the umpire during a break. In the end, Williams lost the match and continued to be very angry with the umpire.

3 In the 2003 Athletics World Championship, the 100-metre runner Jon Drummond was disqualified for a false start. He was really angry that he could not compete, and he lay down on the track in protest. This delayed the race for an hour. Two hours later, his coach told journalists: 'He's still crying. We're making him drink water because he's becoming dehydrated.'

4 In the 2008 Beijing Olympics, Ángel Matos of Cuba was competing for a bronze medal in tae kwon do when the referee disqualified him for a technical error. Matos was furious, and after several minutes of arguing, he kicked the referee in the head, and then attacked a Swedish judge. He was immediately banned from all competitions for life.

5 In the 2016 Olympics in Rio de Janeiro, the men's football final was between Germany and Brazil, the host nation. Brazil won their first ever Olympic gold medal in the event and the local fans were delighted. As they celebrated, one very disappointed German player, Robert Bauer, decided to show seven fingers to the Brazilian fans. He wanted to remind them of the time Germany beat Brazil 7–1 in the 2014 World Cup semi-final.

Glossary
soccer the American word for *football*
a bunch of cowards (American English) a lot of people who are not brave

A

B

C

D

E

c Read the article again. Then cover the text and look at the photos. For each photo, say what the person did, and what happened in the end.

d Can you think of any other examples of sports people behaving badly? Are you a good or a bad loser when you play sports or games? How do you behave when you lose?

5 WRITING an article

a Do you see people doing sport or exercise in your town or city? What do you see them doing?

b Ⓦ **Writing Bank** 10 *p.124* Write an article about a free-time activity you enjoy.

www.frenglish.ru

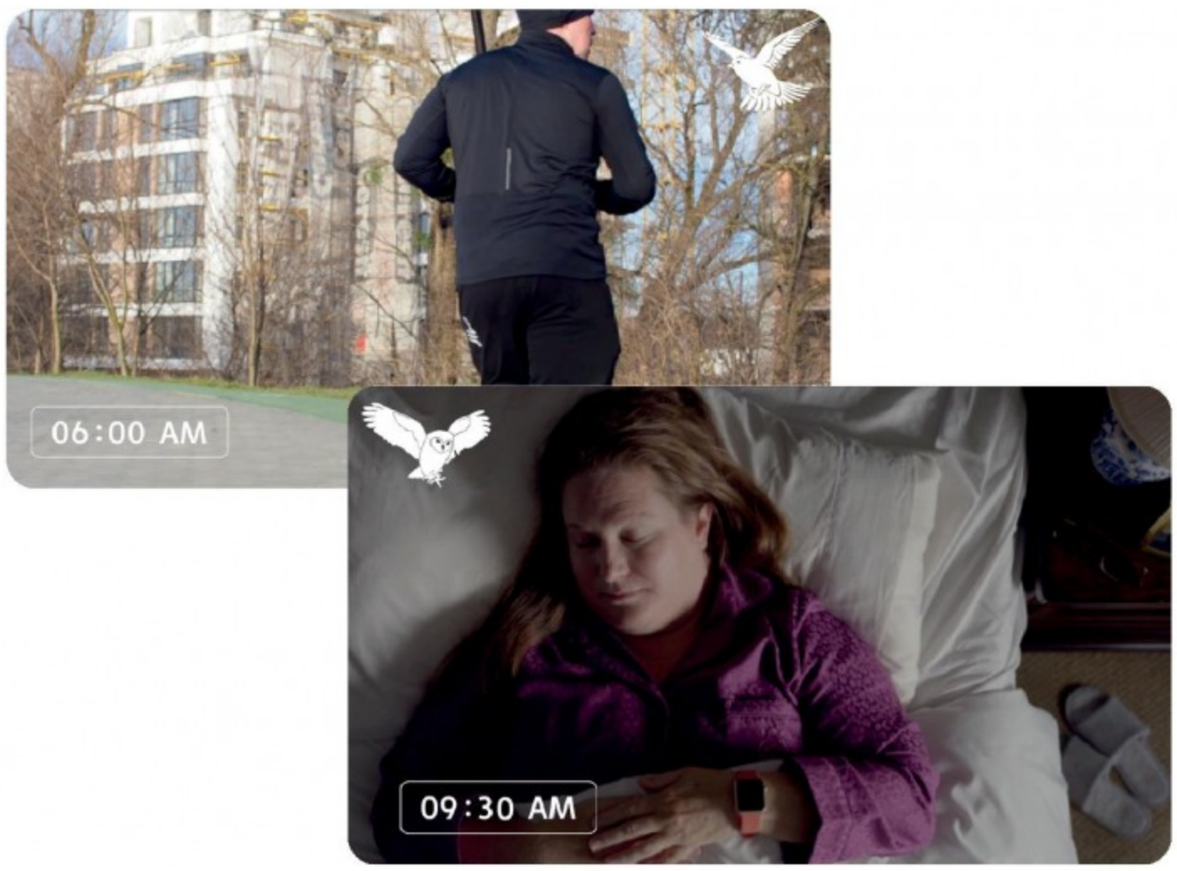
10B

Larks and owls

G word order of phrasal verbs
V phrasal verbs
P linking

The alarm goes off at 2.35 a.m. *Do you get up then?*

1 LISTENING & READING



a Video Watch *Larks and owls* Part 1. What kind of people is it describing?

b Video Watch *Larks and owls* Part 2. Then look at the list and write **L** (lark), **O** (owl), or **B** (both).

1 ☐ Tim Cook, Richard Branson, and Oprah Winfrey
2 ☐ Barack Obama, Charles Darwin, and Elvis Presley
3 ☐ people who do night shifts
4 ☐ more women than men
5 ☐ teenagers
6 ☐ older people
7 ☐ 60% of people
8 ☐ self-disciplined people
9 ☐ extrovert people

c Watch again and check. Who does the documentary say are usually happier? What advice does it give to owls?

d Look at the photos of George and Ashley. Then go to C **Communication** My morning routine **A** *p.107* **B** *p.113* Read about them and tell your partner.

George Foreman III
trainer and former boxer

Ashley Eckstein
actor and entrepreneur

e Ask and answer the questions in pairs.

1 What time do you wake up during the week? And at the weekend?
2 Do you use an alarm to wake up? If not, what makes you wake up? Do you get up immediately after you wake up?
3 Do you do any of the following things?
- set more than one alarm
- use the snooze control
- check your phone as soon as you wake up
- have the same thing for breakfast every day
- do morning exercise
- watch TV in the mornings
- use an app as part of your routine

4 What time do you go to bed?

f Is your partner a morning person or an evening person?

2 VOCABULARY & GRAMMAR phrasal verbs

Phrasal verbs

Wake up, *get up*, *go off*, etc. are common phrasal verbs (verbs with a preposition or adverb). Sometimes the meaning of the two separate words can help you guess the meaning of the phrasal verb, e.g. *get up*. Sometimes the meaning of the two words does not help you, e.g. *go off*.

a Look at some things that George says. With a partner, explain what the highlighted verbs mean.

'My first alarm goes off at about 5.00 a.m.'
'Then I go back to sleep again.
'I also work out in the morning.'
'I often stay up until 4.00 a.m. or later.'

b Can you think of a phrasal verb which means...?

1 to try to find something
l_____ f_____
2 to put on clothes in a shop to see if they are the right size
tr_____ o_____
3 to have a friendly relationship (with somebody)
g_____ o_____ w_____

c V **Vocabulary Bank** Phrasal verbs *p.171*

www.frenglish.ru

d Look at the photo and <u>underline</u> the object of the phrasal verb in each sentence.

e Complete the rules about separable phrasal verbs with *noun* or *pronoun*.

1 If the object of a phrasal verb is a _____, you can put it **after** the verb + *up*, *on*, etc. OR **between** the verb + *up*, *on*, etc.

2 If the object of a phrasal verb is a _____, you must put it **between** the verb + *up*, *on*, etc.

f **Grammar Bank** 10B *p.152*

3 LISTENING

a **10.7** You're going to listen to a radio programme about getting up early. Listen to the first part. What does Tim Powell do at these times or for these periods of time?

1 5.45 *He wakes up at 5.45.*
2 30 minutes
3 just before 9.00 a.m.
4 9.00 a.m.
5 5.20 a.m. on Thursdays
6 70 hours

b Listen again. Complete the sentence about Tim.

Tim gets up early because _____.

c **10.8** Now listen to the second part of the programme. Complete three reasons why it's good to get up early.

1 The first reason why it's good to get up early is that the early morning is _____.
2 The second reason is that if you get up early, you _____ _____ _____ early.
3 The third reason is that it's better to _____ _____ in the morning, when you have _____.

d Listen again. What examples does the presenter give to explain each reason? What advice does he give to people who have problems getting up early?

e Do you think getting up very early is a good idea? If you got up an hour earlier, what would you do with your extra hour?

4 PRONUNCIATION linking

a **10.9** Listen and write the missing words.

1 I can't concentrate with the radio on. Please *turn it off*.
2 There's a wet towel on the floor. _____.
3 If you don't know what the word means, _____.
4 Why have you taken your coat off? _____!
5 This book was very expensive. Please _____.
6 Why are you wearing your coat in here? _____!

b Listen again. Practise saying the sentences. Try to link the phrasal verbs and pronouns, e.g. *turn_it_off*, and say them as one word.

5 SPEAKING

a Read the questionnaire and think about your answers.

b Work in pairs. Interview your partner with the questions.

Phrasal verb questionnaire

Have you ever forgotten to **turn** your phone **off** in a concert or the cinema?

Do you **throw away** old clothes or do you give them to other people?

Do you enjoy **trying on** clothes when you go shopping?

When you go shopping, do you usually **write down** what you have to buy? Do you only buy what's on the list?

What kind of shops do you enjoy **looking round**? What kind don't you enjoy?

Do you often **go away** at the weekend? Where to?

Do you enjoy **looking after** small children? Why (not)?

Have you ever asked your neighbours to **turn** the TV or the music **down**? What happened?

Do you ever **work out**? Where? How often? What kind of exercises do you do?

Is there anything you'd like to **give up** doing?

What was the last thing you **looked up** online?

What are you most **looking forward to** doing in the next week / month / year?

Who do you **get on with** best in your family?

www.frenglish.ru

10C Inventions that changed the world

- G the passive
- V people from different countries
- P /ʃ/, /tʃ/, and /dʒ/

The saxophone was invented by a Belgian. *What was he called?*

1 VOCABULARY & PRONUNCIATION people from different countries; /ʃ/, /tʃ/, and /dʒ/

a What are the nationality adjectives for these countries? What do the first group have in common?

1 the United States Belgium Hungary

2 China Switzerland France the Netherlands Denmark Spain

Talking about people from different countries

We can use *the* + nationality adjective + *-s* to talk about the people from a country, e.g. *the Americans*, *the Belgians*, etc.

If the nationality adjective ends with /s/, /z/, /ʃ/, or /tʃ/, we don't add *-s*, e.g. *the Spanish*, *the Chinese*, *the Dutch*, etc.

b Say the people from the countries in the list.

England Brazil Russia Vietnam
Argentina Italy Japan Ireland

c 10.10 Listen and check.

d Video Watch and repeat the sounds and words.

shower

chess

jazz

e 10.11 What sounds in **d** do the pink letters make? Listen and check. Practise saying the sentences.

1 It's a **Ch**inese inven**ti**on.
2 I love Fren**ch** **ch**eese and Spani**sh** wine.
3 He has a **J**apanese wa**tch**.
4 It's a **G**erman technolo**g**y company.
5 He's a Bel**gi**an musi**ci**an.

2 GRAMMAR the passive

a In small groups, look at the photos and try to complete the sentences with the things in the list.

the Biro CDs glasses guns the hot-air balloon Lego the mobile phone the saxophone Siri stamps

13th century

1 _____ were invented by the Chinese.
2 _____ were invented by the Italians.

18th century

3 _____ was invented by two French brothers.

19th century

4 _____ were invented by an English teacher.
5 _____ was invented by a Belgian musician.

20th century

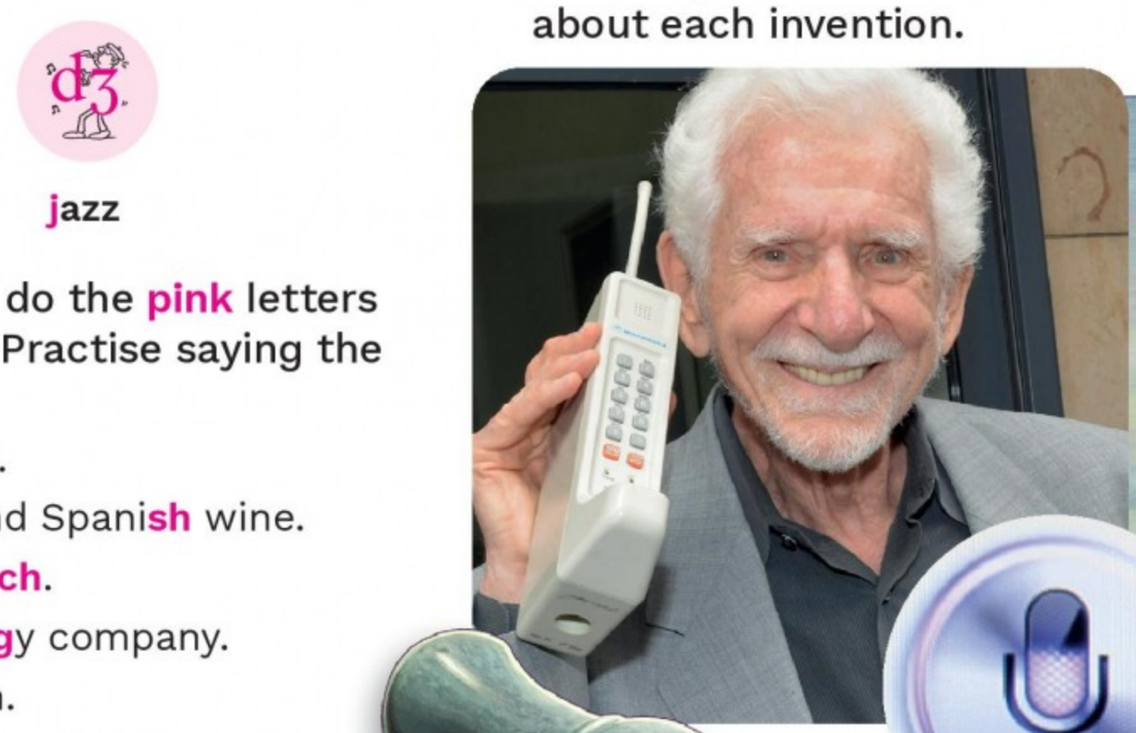
6 _____ was invented by a Hungarian journalist.
7 _____ was invented by a Danish businessman.
8 _____ were invented by a Dutch company.
9 _____ was invented by an American company.

21st century

10 _____ was invented by three American engineers.

b 10.12 Listen and check.

c Listen again. Write down one other piece of information about each invention.



www.frenglish.ru

d Make five true sentences using the words in the chart.

~~Glasses~~	are produced	in 2022.
The first stamp	~~were invented~~	by Adolphe Sax.
Twenty billion pieces of Lego	was invented	the Penny Black.
The saxophone	was called	every year.
A gender-neutral voice option	was added	~~in about 1286.~~

Glasses were invented in about 1286.

e Look at the two sentences and answer the questions.

a László Bíró invented the ballpoint pen.
b The ballpoint pen was invented by László Bíró.

1 Do the sentences mean the same thing?
2 In which sentence is the focus more on the pen?
3 In which sentence is the focus more on the inventor?

f **Grammar Bank** 10C *p.152*

3 SPEAKING

Communication Passives quiz **A** *p.108* **B** *p.113* Make sentences for your partner.

4 LISTENING

a Look at the words and phrases in the list and match them to photos A–I. Which six things do you think were invented by women?

dishwasher ▬ disposable nappies ▬
life raft ▬ lipstick ▬ solar technology ▬
stockings ▬ video entryphone ▬
washing machine ▬ windscreen wipers ▬

b Video Watch some extracts from *Invented by women* and check. Write the letters of the inventions next to the inventors' names below.

1 **Marion Donovan** ▬
She invented them in the 1940s. Previously they were made of c_____. Today you can buy ones which are more e_____-_____.

2 **Josephine Cochrane** ▬
She invented it in 1886. The first customers for her invention were h_____ and r_____.

3 **Mary Anderson** ▬
She invented them in 1903. At that time, when it was raining, drivers had to o_____ their w_____. Her invention made driving much s_____.

4 **Marie Van Brittan Brown** ▬
She invented it in 1966. She was a n_____ in New York. She was helped by her h_____, who was an e_____.

5 **Maria Beasley** ▬
She invented it in 1880. Her inventions were used on the T_____. They were used by 200 of the s_____.

6 **Mária Telkes** ▬
She invented it in 1948. The solar t_____ today is very different, but her idea is helping to save the e_____.

c Video Watch the whole video. Then complete the information in **b** about the inventors.

d Which three inventions in this lesson do you think are the most important? Which ones could you live without?

www.frenglish.ru

9&10 Revise and Check

GRAMMAR

Circle a, b, or c.

1 If I ___ a snake, I'd be terrified.
a see b saw c seen

2 What ___ if a large dog attacked you?
a you would do b will you do
c would you do

3 I ___ that bike if I were you.
a wouldn't buy b didn't buy
c won't buy

4 I ___ in this house since I was 12.
a live b lived c have lived

5 We haven't seen my uncle ___ a long time.
a since b during c for

6 ___ have you had this car?
a How long b How much time
c How long time

7 I ___ married for 15 years. I got divorced in 2017.
a 've been b am c was

8 When ___ Queen Victoria die?
a did b has c was

9 The golf ball ___ the hole.
a went on b went c went into

10 The door opened and two men ___.
a came out b came out of c out

11 Your phone's on the floor. ___!
a Pick up it b Pick up c Pick it up

12 I've lost my keys. Can you help me ___?
a look them for b look for them
c look after them

13 The first book in the series was ___ ten years ago.
a write b written c wrote

14 The watch ___ in the 19th century.
a were invented b is invented
c was invented

15 *The Milkmaid* was painted ___ Vermeer.
a for b by c to

VOCABULARY

a Circle the word that is different.

1 butterfly goat fly mosquito
2 pig sheep cow lion
3 spider shark jellyfish whale
4 marry separate divorce retire
5 basketball cycling rugby volleyball

b Complete with *for* or *since*.

1 _____ three weeks
2 _____ a very long time
3 _____ 2015
4 _____ I was ten years old
5 _____ five years

c Complete with a word from the list.

along down forward into off out past through towards up

1 We drove _____ a lot of tunnels on our way to St Moritz.
2 When it started to rain, we went _____ a café to wait until it stopped.
3 She walked _____ the street, looking in all the shop windows.
4 When the cow started running _____ me, I was terrified.
5 Go _____ the petrol station, and it's the next turning on the right.
6 You have to take _____ your shoes before going into the temple.
7 If you don't know the meaning of a word, look it _____.
8 Can you turn the heating _____? It's very hot in here.
9 She's looking _____ to her holiday.
10 Can you find _____ what time the film finishes?

d Complete with nationality words.

1 The _____ are very good at judo. (Japan)
2 There are three _____ students in my class. (France)
3 I'd love to have a _____ watch. (Switzerland)
4 All _____ study both French and Flemish at school. (Belgium)
5 We met a really friendly _____ couple. (Spain)

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds

horse

bird

Consonant sounds

shower

chess

jazz

television

b Sound Bank *p.174–5* Say more words for each sound.

c What sound in **a** do the **pink** letters have in these words?

1 **g**iraffe
2 w**or**k
3 div**or**ce
4 inven**ti**on
5 Du**tch**

d Underline the stressed syllable.

1 bu|tter|fly
2 re|tire
3 se|con|dary
4 ath|le|tics
5 ka|ra|te

www.frenglish.ru

Can you understand this text?

a Read the article. Number the topics 1–5 in the order they are mentioned.

___ competitions ___ history ___ top players
___ equipment ___ rules

b Read the article again. Complete the summary with one or two words in each gap.

Wheelchair tennis was first played in the USA in [1]_____. It was invented by Brad Parks and Jeff Minnebraker. Parks began using a wheelchair after he had a [2]_____, and Minnebraker was a [3]_____ in his free time. Players need a special [4]_____ to play the sport. They can allow the ball to hit the ground [5]_____ before they return it. Wheelchair tennis was first played as a Paralympic [6]_____ at the Summer Games in 1988. Top players have taken part in all [7]_____ of the Grand Slam competitions since 2007, as well as the singles and doubles Masters competitions. One of the most [8]_____ players to watch today is the Dutch woman, Diede de Groot.

Can you understand these people?

Hope Mairi Dave Sarah Kathy

Video Watch and answer the questions.

1 Hope would like to ___.
a go on a safari b see elephants c live in the wild

2 Mairi has been frightened of spiders ___.
a since she was five or six b for five or six years
c since 2005 or 2006

3 Dave's great aunt ___.
a is travelling to California
b is more than a hundred years old c has had a difficult life

4 Sarah prefers ___.
a running to hiking b doing yoga c outdoor activities

5 Kathy gets up early ___.
a every day of the week b only on weekdays
c only at weekends

Can you say this in English?

Tick (✓) the box if you can do these things.

Can you...?

1 ☐ say what you would do if...
a a dog attacked you b you won the lottery
c you had more free time

2 ☐ talk about how long you have...
a lived where you are now b had your laptop or phone
c been at this school

3 ☐ describe your life story

4 ☐ describe three things that you have to do in certain sports, using a verb and a preposition of movement

5 ☐ make true sentences with *take off*, *turn down*, and *look after*

6 ☐ talk about when three things were invented or built

The fascinating world of **wheelchair tennis**

Wheelchair tennis is one of the most exciting Paralympic sports. But what do you know about it?

Wheelchair tennis began in 1976, when 18-year-old Brad Parks lost the use of his legs in a skiing accident. As part of the treatment for his injuries, Parks began hitting tennis balls from his wheelchair. One day, he was introduced to a new physiotherapist called Jeff Minnebraker, who was also a wheelchair athlete. Together, Parks and Minnebraker developed and promoted wheelchair tennis in the USA. Since then, it has grown internationally, and today it is played in more than 100 countries.

Wheelchair tennis players use the same court and the same tennis balls and rackets as in standard tennis. The only specialist item of equipment that is needed is a tennis wheelchair. These wheelchairs are specially designed to move fast without falling over and to allow players to move their arms easily.

Brad Parks

The rules are the same as for standard tennis except that the ball can bounce twice on the court before players have to hit it back over the net. The first time, the ball must land inside the lines of the court, but the second time it can bounce outside.

In 1988, wheelchair tennis was included for the first time at the Paralympics in Seoul, South Korea, and it soon became a Paralympic sport. Parks himself won the men's doubles gold medal with his partner Randy Snow at the 1992 Summer Paralympics in Barcelona. Since 2007, the sport has been part of all four Grand Slam tennis championships – that is, the Australian Open, the French Open, Wimbledon, and the US Open. There are also separate competitions for the top players, which are called Masters.

Since wheelchair tennis began, there have been many talented players, for example, Diede de Groot from the Netherlands. In recent years, de Groot has won the Grand Slam – that is, all four major competitions in the same year – three times. She has also won two Paralympic gold medals. The most famous men's wheelchair tennis champion is probably Shingo Kunieda of Japan. Before he retired in 2023, Kunieda won 50 major competitions and four Paralympic gold medals.

www.frenglish.ru

11A Live and learn

G used to
V school subjects
P used to / didn't use to

Did you like school? *Yes, I did. I used to have a great time.*

1 VOCABULARY school subjects

a 11.1 Listen. Match the lessons you hear to the subjects.

- art
- foreign languages (English, etc.)
- geography
- history
- computing
- literature
- maths
- PE (= physical education)
- science (physics, chemistry, and biology)

b 11.2 Listen and check. Which words helped you to identify the subjects?

c 11.3 Listen and repeat the subjects.

d Did you do any other subjects at primary or secondary school? Which subjects were you...?

a good at b OK at c bad at

I was very bad at maths.

2 READING

a Look at the photos and the title of the article. Why do you think the three people 'think differently'?

b Read the article and check. Did you know anything about these learning differences?

c Read the article again. Answer the questions about the three people, **MP**, **C**, or **RB**. Some questions may have more than one answer.

Who...?

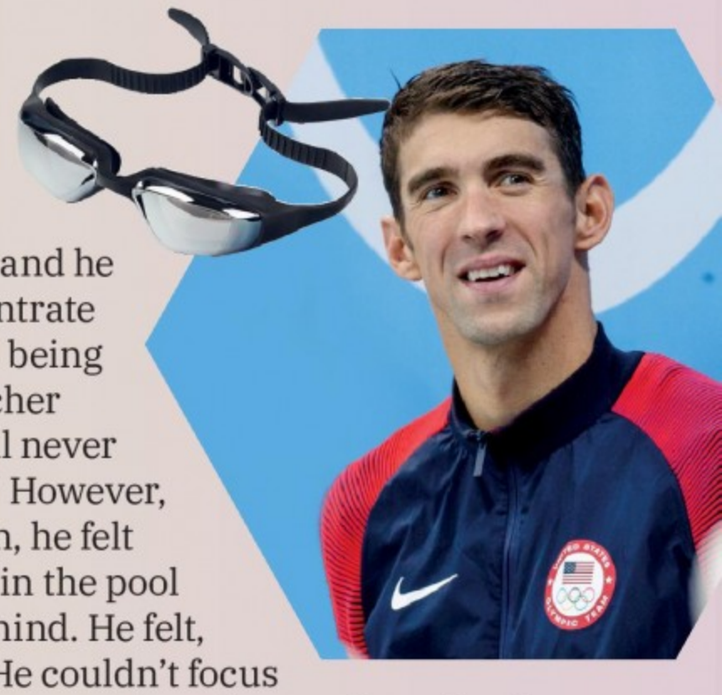
1 has a family member with the same learning difference
2 had negative comments from a teacher when they were at school
3 only found out about their learning differences when they were an adult
4 is the most positive about their learning difference
5 became successful at a very young age
6 had their own learning strategy at school
7 learned to concentrate for longer when they discovered a sport

d Do schools in your country help students who have the learning differences in the article? Do you know how?

Thinking *differently*

All children learn in different ways, and for some, school can be a challenge. They may have problems with reading or maths, or with organizing ideas, or concentrating in class. In the past, some schools and teachers didn't know how to teach these children. We now know that they are neurodiverse, that is, they think and learn differently. Types of learning difference include: dyslexia (difficulties with reading and writing), dyscalculia (difficulties with numbers), and ADHD (= attention deficit hyperactivity disorder). Many children with learning differences have other strengths, for example, they may be very creative, good at problem-solving, or great communicators.

Michael Phelps



As a child, Michael was diagnosed with ADHD. He couldn't sit still. He used to run everywhere all the time, and he didn't use to be able to concentrate on schoolwork. He also loved being the centre of attention. A teacher told his mother, 'Your son will never be able to focus on anything.' However, when he learned how to swim, he felt free. He said he could go fast in the pool because it slowed down his mind. He felt, for the first time, in control. He couldn't focus in class, but he could swim for up to three hours after school, and by the age of 10, he was a nationally ranked swimmer. Over his career, he won 23 Olympic gold medals and is currently the most successful Olympic swimmer of all time.

3 GRAMMAR *used to*

Michael Phelps **used to** run everywhere.

Cher **didn't use to** read all the letters in words.

Richard Branson **used to** think that his learning difference was a disadvantage.

a Look at three sentences about the people in **2**. Does *used to / didn't use to* refer to...?

1 a the present b the past
2 a things that happened repeatedly, or that were true for a long time
b things that happened once

b G **Grammar Bank** 11A *p.154*

www.frenglish.ru

Cher

School was not easy for Cher. 'I couldn't read quickly, and for me, maths was like trying to understand Sanskrit! The only way I learned was by listening to the teachers.' Years later, her son also struggled with reading. When he was tested, the experts asked about Cher's own learning experience. Cher explained that she didn't use to read all the letters in words, and she used to mix up numbers, so she found it difficult to make telephone calls. When Cher discovered that she had the learning differences dyslexia and dyscalculia, it all made sense. 'It was like a big, ohhh...now I understood everything, why I had so much trouble at school.' Now she is an award-winning actor and singer. 'I am a terrible reader, I don't write letters. Numbers and I have absolutely no relationship,' says Cher.

Richard Branson

Richard Branson didn't know that he had dyslexia until his 20s. His earliest memories of education are looking at a blackboard and just seeing things that didn't make sense. His head teacher predicted that when he grew up he would either go to prison or become a millionaire! In fact, today Branson is a billionaire business entrepreneur. For years, he used to think that his learning difference was a disadvantage, but now he thinks that it has helped him to be successful in business and in life. 'I think that dyslexics are [often] more creative and good at seeing the bigger picture. We think differently from other people.'

Glossary
Sanskrit an old Indian language

4 PRONUNCIATION *used to / didn't use to*

Pronouncing *used to*

When we say *used to* or (*didn't*) *use to*, we link the two words together and pronounce them /ˈjuːstə/.

a **11.5** Listen and repeat. Copy the rhythm.

I used to | I used to be good | I used to be good at French.
She didn't | She didn't use to | She didn't use to wear glasses.
Did you | Did you use to | Did you use to walk to school?

b **11.6** Now listen and make sentences or questions with *used to*.

) have a lot of friends *I used to have a lot of friends.*

5 LISTENING & SPEAKING

a Look at some answers to the question *Did you like school?* Mark them **P** (= positive), **N** (= negative), or **B** (= both).

P I didn't like it – I absolutely loved it!
No, not really. I didn't like it at all.
I didn't hate school, but I don't think I liked it very much.
Sometimes. Yeah, most of the time.
Well, yes and no.
Yes, overall, I really enjoyed school.

b **11.7** Now listen to six people answering the question *Did you like school?* Match the speakers 1–6 to their answers in **a**. Which speaker do you think enjoyed school the most?

c Listen again. For each speaker, write down the subjects they liked and didn't like.

d Think about when you were at secondary or primary school. Prepare your answers to the questions below. Think of examples you could give.

1 Did you like school? Why (not)?
2 Did you love or hate certain subjects?
3 Did you use to...?
– be disorganized or very organized – be late for school or on time
– get a lot of homework or a little – wear a uniform or home clothes
– have a teacher you hated or really liked

e Work in groups of three and have a conversation. Take turns to answer a question, and then ask the others *What about you?*

6 WRITING a formal email

Writing Bank 11 *p.125* Write an email to a language school.

www.frenglish.ru

11B Make up your mind!

G might
V word building: noun formation
P diphthongs

Why are you taking a raincoat? *Because it might rain.*

1 GRAMMAR *might*

a Interview your partner with the questionnaire. Ask for more information. Which of you is more indecisive?

Are you indecisive?

Do you have problems deciding...?

- what to pack when you're going away
- what to buy when you go shopping
- what to wear in the morning
- what to order in a restaurant
- where to go on holiday

Do you often change your mind about things? What kind of things?

Do you think you are indecisive?

☐ Yes ☐ No ☐ I'm not sure

b Video Watch the video. Circle one thing in each group that Dave thinks Becca doesn't need to take.

1 sandals trainers boots
2 a jacket a hoodie a raincoat
3 a hairdryer a charger a towel
4 three pairs of shorts three pairs of pyjamas three pairs of jeans

c Watch again. Why does Becca want to take them? Complete the sentences.

1 Because she might _____.
2 Because it might _____.
3 Because the hotel might not _____.
4 Because they're _____.

d 11.8 Listen to them at the airport. What happens?

e Look at sentences 1–3 in **c**. Do we use *might* for...?

1 an obligation OR 2 a possibility

f G **Grammar Bank** 11B *p.154*

g In pairs, take turns to ask and answer the questions below. Say *I'm not sure. I might... or I might...* and give two possibilities each time.

1 What are you going to do after class?
2 What are you going to have for dinner tonight?
3 What are you going to do on Saturday night?
4 Where are you going to have lunch on Sunday?
5 Where are you going to go for your next holiday?

What are you going to do after class?

I'm not sure. I might go home or I might...

2 PRONUNCIATION diphthongs

a Video Watch and repeat the sounds.

1		**bike**	m**igh**t b**uy** dec**i**de s**i**nce
2		**train**	m**ay** f**ai**l k**ey** br**ea**k
3		**phone**	kn**ow** alth**ough** tr**ou**sers w**on**'t
4		**chair**	f**ear** th**ere** w**ear** sc**ared**
5		**ear**	h**ere** id**ea** souven**ir** wh**ere**
6		**tourist**	s**ure** b**u**s **Eu**rope c**u**rious
7		**owl**	r**ou**nd t**ow**el s**ou**th thr**ow**
8		**boy**	t**ow**n n**oi**sy enj**oy** ann**oy**

b Look at the four words next to each sound. Which word in each group has a different sound?

c 11.10 Listen and check.

d 11.11 Listen and repeat the sentences.

www.frenglish.ru

3 LISTENING & SPEAKING

a Look at the photos. What style of jeans do you usually buy? What colour? Do you sometimes have problems finding the right ones?

b 11.12 Listen to a talk called *Is too much choice making us unhappy?* Does the speaker think the answer is yes or no?

c Listen again. What are the five main points in the talk? Choose a, b, or c.

1 Nowadays, it is ___ to buy jeans than in the past because there is so much choice.
a easier b more difficult c more fun

2 One of the examples the speaker gives of where we have a lot of choice today is ___.
a buying coffee in supermarkets
b choosing which airline to travel with
c finding a boyfriend or girlfriend

3 Research has shown that when we have a lot of choices, we often ___.
a worry that we've chosen the wrong thing
b can't decide what to buy
c buy more than we really need

4 In another study, about jams, Professor Lepper found that people were happier when they had ___ jams to choose from than when they had 24.
a 16 b six c 60

5 Professor Lepper suggests that when we go shopping we should ___.
a do research in advance
b look at all the options carefully
c relax and choose quickly

d In your country, is there a lot of choice in these things? Do you think it's a good or bad thing?

in supermarkets on TV in clothes shops
in coffee shops in restaurants

4 VOCABULARY & SPEAKING
word building: noun formation

a Look at some extracts from the listening. Are the highlighted words verbs or nouns?

Being able to choose from a lot of options is a good thing.
We feel happier when we have less choice.
We should try to relax when we have to decide what to buy.
We get stressed every time we have to make a decision.

b Write the verbs next to the nouns in the chart.

Making nouns from verbs

With some verbs you can make a noun by adding *-ion*, *-sion*, or *-ation*, *-ition*, e.g. *decide* → *decision*.
With some other verbs, the noun is a new word, e.g. *react* → *reaction*. Sometimes a small change is needed, e.g. *decide* → *decision*.

Verb	Noun + *-ion / -sion*, or *-ation / -ition*	Verb	Noun new words
1 *decide*	decision	9	choice
2	revision	10	advice
3	confusion	11	flight
4	invention	12	life
5	competition	13	death
6	education	14	success
7	invitation		
8	pronunciation		

c 11.13 Listen and check. Underline the stressed syllable in the multisyllable verbs and nouns.

d Complete the questions with a noun from **b**.

When was the last time you...?

1 had to make a big _____
2 got an _____ to a wedding or party
3 got an international _____
4 got excited about a new _____

Have you ever...?

5 won a _____
6 given someone _____ about something, e.g. a relationship
7 been in a _____ or _____ situation
8 not understood somebody because of their _____

e Ask and answer the questions with a partner.

www.frenglish.ru

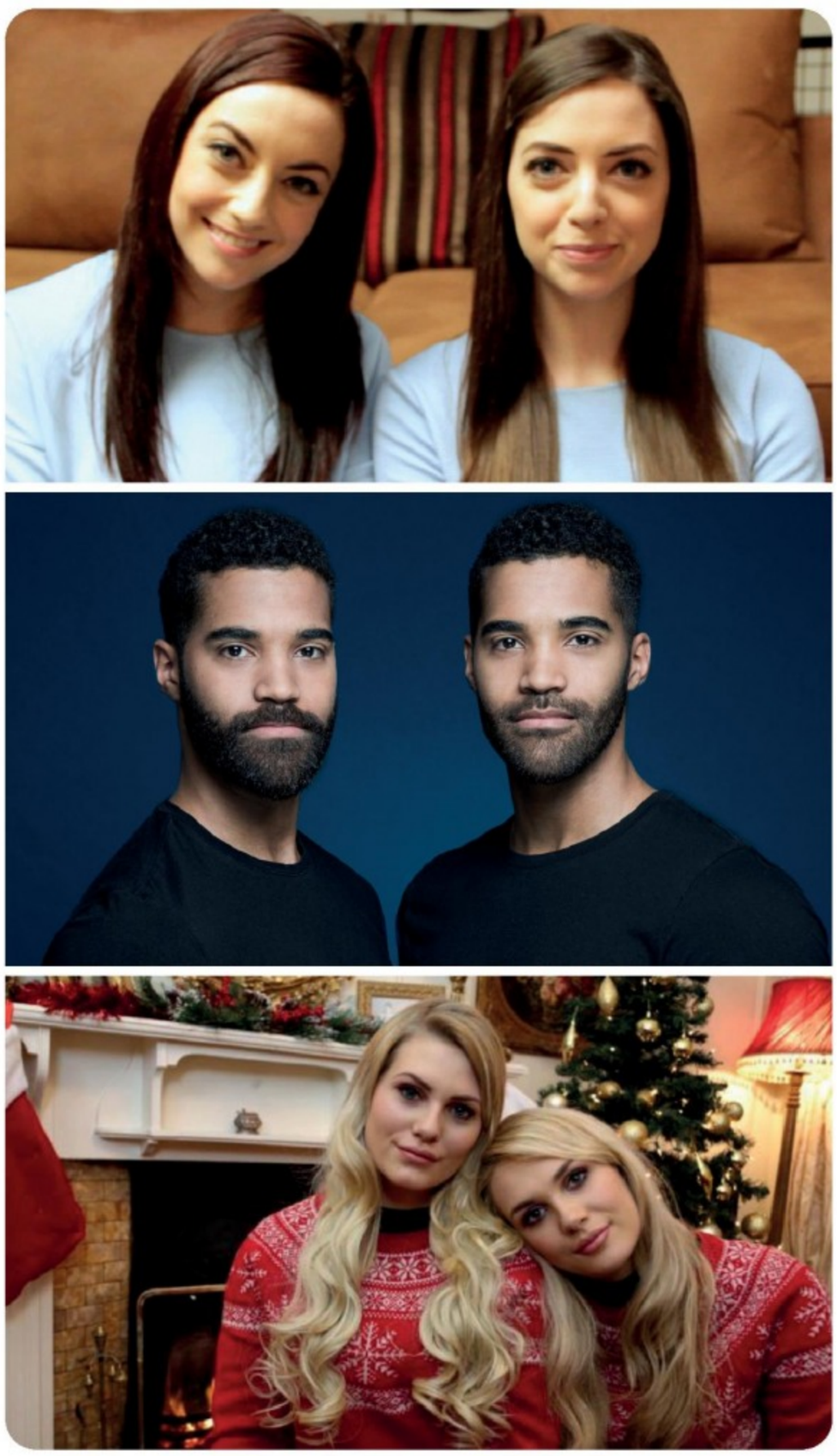
11C Find your 'twin'

G so, *neither* + auxiliaries
V similarities and differences
P /ð/ and /θ/

I have a son called James. *So do I.*

1 LISTENING

a Look at the photos. One of them is of identical twins, but two of them are of complete strangers. Which one do you think is of twins?



b Video Watch *Twin strangers* and check your answer.

c Watch again and answer the questions.

1 What did Niamh, Terence, and Harry decide to try to do?
2 How did they advertise their project?
3 How long did it take before Niamh met Karen?
4 What did they do together?
5 Where was Niamh's second 'twin' from?
6 Where did they meet?
7 Did Terence and Harry find a 'twin'?

d 11.14 Journalist Maggie Alderson decided to try the website for herself. Listen. Did she find a 'twin'? How did she feel about the experience?

e Listen again and answer the questions.

1 How does Maggie describe her appearance?
2 What was her reaction when she saw her 'twins'?
3 Who in Maggie's family did one woman look like?
4 What did her husband think of one of her 'twins'? Did Maggie agree?
5 How did she change her profile?
6 What did Maggie's brother think of the woman who she put on her Facebook page?
7 In what ways does Maggie look like this woman?
8 Have they been in contact with each other?

f Talk to a partner.

1 Would you like to try the website? Why (not)?
2 Do you know any identical twins? Can you tell the difference between them?
3 Do you know anyone who looks very like you?

2 VOCABULARY
similarities and differences

a Look at some sentences about the people in **1**. Complete them with a word or phrase from the list.

both different from identical
just like similar to the same...as

1 Niamh and Karen were _____ very excited to meet.
2 The two girls looked _____.
3 The first photos Maggie looked at were totally _____ _____ her.
4 Maggie found one woman who looked _____ _____ her brother.
5 Her husband said, 'She has _____ _____ mouth _____ you'.
6 Maggie's 'twin' looks very _____ _____ her.

b 11.15 Listen and check.

c Complete the sentences about you and your family. Tell your partner.

1 I have the same colour eyes as my _____.
2 I look like my _____.
3 My personality is quite similar to my _____'s.
4 My _____ and I both like _____.

www.frenglish.ru

3 GRAMMAR *so, neither* + auxiliaries

a Read about another pair of twins and answer the questions.

1 Who are Jim Springer and Jim Lewis?
2 Why didn't they know each other?
3 What did Jim Lewis decide to do when he was 39?
4 How long did it take him?

'I'm Jim.' 'So am I.'

In the USA, identical twin brothers were adopted soon after they were born. One was adopted by a couple named Lewis in Lima, Ohio, and the other was adopted by a couple named Springer in Dayton, Ohio. By coincidence, both boys were called 'Jim' by their new parents. Jim Springer's parents told him that he had an identical twin brother, but that he was dead. But Jim Lewis knew the truth. For many years he did nothing about it, but when he was 39, he decided to try to find his brother. Six weeks later, the two Jims met for the first time in a café in Dayton, and they probably had a conversation something like this...

b 11.16 Cover the conversation below. Listen once. Try to remember three things they have in common.

c Listen again and complete the conversation. Which coincidence do you find the most surprising?

A Hi! I'm Jim.
B So [1]_____ I. Great to meet you. Sit down. Are you married, Jim?
A Yes...well, I've been married twice.
B Yeah? So [2]_____ I. Do you have any children?
A I have one son.
B So [3]_____ I. What's his name?
A James Allen.
B That's amazing! My son's name is James Allen, too!
A Did you go to college, Jim?
B No, I didn't.
A Neither [4]_____ I. I was a terrible student.
B So [5]_____ I. Hey, this is my dog, Toy.
A I don't believe it! My dog's called Toy, too!
B He wants to go outside. My wife usually takes him. I don't do any exercise at all.
A Don't worry. Neither [6]_____ I. I drive everywhere.
B What car do you have?
A A Chevrolet.
B So [7]_____ I!
A + B Let's have a beer, Jim.
A What beer do you drink?
B Miller Lite.
A So [8]_____ I!

d Look at the conversation again. Answer the questions with a partner.

1 Find two phrases that the twins use...
when they have something [+] in common.
when they have something [−] in common.
2 What part of the phrases changes?

e **Grammar Bank** 11C *p.154*

f 11.18 Listen and respond. Say you're the same.

I catch the bus to work. *So do I.*

4 PRONUNCIATION /ð/ and /θ/

a Video Watch and repeat the sounds and words.

mother	neither they brother
thumb	both thirty throw

b 11.19 Listen and write four more words in each group. Practise saying them.

5 SPEAKING

a Make the sentences true for you.

Me	Someone who's the same as me
I love _____. (a kind of music)	
I don't like _____. (a drink)	
I'm very _____. (adjective of personality)	
I'm not very good at _____. (sport or activity)	
I'm going to _____ after class. (an activity)	
I don't eat _____. (a kind of food)	

b Move around the class saying your sentences. For each sentence, try to find someone like you, and write down their name. Respond to other people's sentences:

If you have something in common, say *So do / am I*, or *Neither do / am I*.

I love heavy metal. — *So do I.*

I don't like Coke. — *Neither do I.*

If you are different, say *Really?* and then say how you are different.

I love classical music. — *Really? I don't like it.*

I don't like milk. — *Really? I like it in coffee.*

www.frenglish.ru

EPISODE 6 PICTURES OF YOU

Is this the end?

Practical English phoning and leaving a message

1 BEN'S DILEMMA

a Video Watch *Ben's dilemma*. Are these real conversations?

b Who says these things to Ben? Write **Carla**, **Emma**, or **Izzy**. Then watch again and check. Who do you think is most helpful?'

1 _____

Love is sometimes hard work.

It's always worth it if it's the right person.

2 _____

You should apologize.

She probably thinks that you don't trust her.

3 _____

You think you might be happier without her.

Do you want to change?

c Discuss in pairs. What do you think Ben and Izzy are going to do?

2 PHONING AND LEAVING A MESSAGE

a Video Watch *Phoning and leaving a message*. Then answer the questions.

1 How many times does Ben call Izzy?

2 Does he manage to speak to her?

b Watch again. Complete the **You hear** phrases.

You hear	You say
Conversation 1	
I'm sorry, I can't [1] _____ your call at the moment. Please [2] _____ a message and I'll get back to you.	Hi, Izzy. It's Ben. Can you call me back, please?
Conversation 2	
Light on London. How can I help you?	Hi. Can I speak to Izzy Silva, please?
Just a second...I'll [3] _____ you through.	Izzy?
Sorry, she's not at her desk right now.	Can I leave a message, please?
Sure.	Can you tell her Ben called? I'll call her back later.
No problem, I'll [4] _____ her the message.	Thanks.
Conversation 3	
Light on London. How can I help you?	Hi. Can I speak to Izzy Silva, please?
Just a second. I'm sorry, the line's [5] _____. Do you want to [6] _____?	Yes, I'll hold.
Hello, Izzy Silva's phone.	Uh...Is Izzy there?
Ben? Er, no. She's taken the day off. Erm...I'd give her some space if I were you.	Thanks for the advice.

www.frenglish.ru

c Video Watch and repeat the **You say** phrases. Copy the rhythm. Practise the conversations with a partner.

d **ROLE-PLAY** Work in pairs. Have conversations. Then change roles.

1 **A** You are the receptionist. **B** calls. Put **B**'s call through to Izzy's phone. She is not at her desk, so take a message.

Begin: *Light on London. How can I help you?*

B You call to speak to Izzy Silva. She isn't at her desk. Leave a message.

2 **B** You are the receptionist. **A** calls. You ask **A** to wait. Then Izzy's colleague tells you she isn't at work today. You tell **A**.

Begin: *Light on London. How can I help you?*

A You call to speak to Izzy Silva. Izzy's line is busy. You wait, but then **B** (the receptionist) tells you Izzy isn't at work today.

3 IN THE PARK

a Video Look at the photos. What do you think each pair is talking about? What do you think is going to happen? Watch *In the park* and check your answers.

b Watch again. Then match 1–6 to a–f.

1 ___ Izzy has a great job, but Ben ___
2 ___ Ben didn't explain ___
3 ___ Izzy didn't spend enough time ___
4 ___ Izzy thinks Ben ___
5 ___ Izzy's new job ___
6 ___ Ben needs somebody who ___

a is going to be very successful one day.
b is just starting his career.
c on their relationship.
d wants the same things as him.
e how he was feeling about Max.
f is really important to her.

4 SOCIAL ENGLISH

a Match a phrase in **A** with a response in **B**.

A	B
1 Aren't you working today?	___ You were.
2 Ben and I had a big argument last night.	___ I think you're right.
3 I thought you'd be here.	___ I think so.
4 I'm sorry. I was an idiot.	___ Well, here I am.
5 Now we're in very different places.	___ No, I took the day off.
6 So is this it? The end?	___ I'm sorry to hear that.

b Video Watch and check.

c In pairs, practise the phrases and responses. Then change roles.

WHAT DO YOU THINK?

In pairs, talk about *Pictures of you*. Do you think it was a good ending for Season 2? Why (not)? Who was your favourite / least favourite character? Why? What would you like to happen in Season 3?

www.frenglish.ru

12A Strange but true!

G past perfect
V time expressions
P the letter *i*

Why was she so angry? *Because her husband had left her behind.*

1 READING & VOCABULARY time expressions

a Look at the pictures and the headlines for three news stories. What do you think the stories are about?

b Read the stories and check. Match them to the headlines.

1

Last Sunday at about 2.00 a.m., police in Sydney, Australia, received several phone calls about shouting and loud noises that were coming from an apartment in a suburb of the city. The callers had heard a woman screaming, a man shouting 'I'm going to kill you! You're dead!' and somebody throwing furniture.

A police car went to the apartment immediately. A man opened the door.

'Where's your wife?' the officer asked.

'I don't have one,' the man replied.

'Where's your girlfriend?'

'I don't have one,' the man replied again.

The officer told the man that his neighbours had heard shouting and screaming.

'Come on, what have you done to her?' the officer asked.

'It was a spider,' the man replied. 'A really big one.'

'What about the woman who was screaming?'

'Yes, sorry, that was me,' the man said. 'I really, really hate spiders. I was trying to kill it.'

The police looked around the apartment and confirmed that nobody was hurt. Except the spider.

2

A woman in Worthing, in the south of England, got a big surprise yesterday when she opened a large box of items that she had bought on eBay and a cat suddenly jumped out. The cat, called Cupcake, had got into the box eight days earlier, when her owner Julie Baggott was packing the box to send to her customer. Julie didn't notice that Cupcake had climbed into the box and fallen asleep.

Julie's customer called the RSPCA, who collected the cat and took it to a vet, Dr Ben Colwell. He said that she was very frightened and very thirsty – the cat had survived the 260-mile journey with no food or water. Luckily Cupcake had a microchip in her neck, so the vet found Julie's details and phoned her.

Julie had been very sad about losing her cat. She had put up posters and looked for Cupcake for days. 'I feel terrible,' said Julie. 'I packed the box and I closed it straight away, so I don't know how she got in there. It was a miracle she was alive.'

Glossary
RSPCA Royal Society for the Prevention of Cruelty to Animals

3

An Argentinian family was driving home after a holiday in Brazil when the husband, Walter, made an unfortunate mistake. He stopped at a petrol station, filled up the car with petrol, and went to the toilet. But when he drove off, he didn't notice that his wife Claudia wasn't in the car.

Claudia had been asleep in the back seat. While her husband was in the toilet, she woke up and went into the shop to buy some cookies, but when she came back outside she found that her husband had left without her. The couple's 14-year-old son didn't notice that his mother wasn't there because he was playing on his phone in the front seat.

Walter only realized that Claudia wasn't in the car after he'd driven 100 kilometres. Meanwhile, Claudia tried to phone him, but she couldn't get a signal, so she asked the petrol station manager for help. He contacted the local police, who took her to the police station.

Walter eventually returned to pick Claudia up two hours later. When he arrived, Claudia was so angry with him that she kicked the car.

www.frenglish.ru

c Read the stories again. For each story, put the events in the order that they happened.

Story 1

- ___ The police arrived at the apartment.
- 1 The neighbours heard someone screaming.
- ___ The man explained what had happened.
- ___ The man killed the spider.

Story 2

- ___ Julie put up posters.
- ___ Julie lost her cat.
- ___ The vet contacted Julie.
- ___ The cat jumped out of the box.

Story 3

- ___ Walter got back into the car and drove off.
- ___ Walter realized that Claudia wasn't there.
- ___ Claudia went into the shop.
- ___ Walter went to the toilet.

d Look back at the stories and complete the sentences with time expressions.

1 A police car went to the apartment _____.
2 A cat _____ jumped out.
3 I packed the box and I closed it _____ _____.
4 _____, Claudia tried to phone him.
5 Walter _____ returned to pick Claudia up two hours later.

e Match the time expressions in **d** to their meanings.

1 _____ quickly and unexpectedly
2 _____ after a long time
3 _____ while something else was happening
4 _____, _____ _____ without delay

2 GRAMMAR past perfect

a Look at a sentence from one of the stories. Which action happened first? Number the sentences 1 and 2.

> Walter only realized that Claudia wasn't in the car after he**'d driven** 100 kilometres.

- ___ Walter realized that Claudia wasn't in the car.
- ___ Walter drove 100 kilometres.

b What do you think *'d* is a contraction of? What form of the verb is *driven*?

c Underline two more examples of the past perfect in each story.

d **Grammar Bank** 12A *p.156*

e Complete the sentences in your own words. Use the past perfect.

1 When I got to the airport, I suddenly realized that...
2 When we arrived back from our holiday, we found that...
3 When the film started, I immediately realized that...
4 I couldn't answer any of the exam questions because I...
5 We spent 20 minutes in the car park looking for the car because we couldn't remember...

f Compare with a partner. Are your sentences the same or different?

g **Communication** What had happened? **A** *p.108* **B** *p.114* Try to guess your partner's sentences.

3 PRONUNCIATION the letter *i*

The letter *i*

The letter *i* is usually pronounced /aɪ/ before a consonant + *e*, e.g. *drive*. It's pronounced /ɪ/ between two consonants if there is no *e*, e.g. *mistake*.

a Put the words from the stories in the correct group.

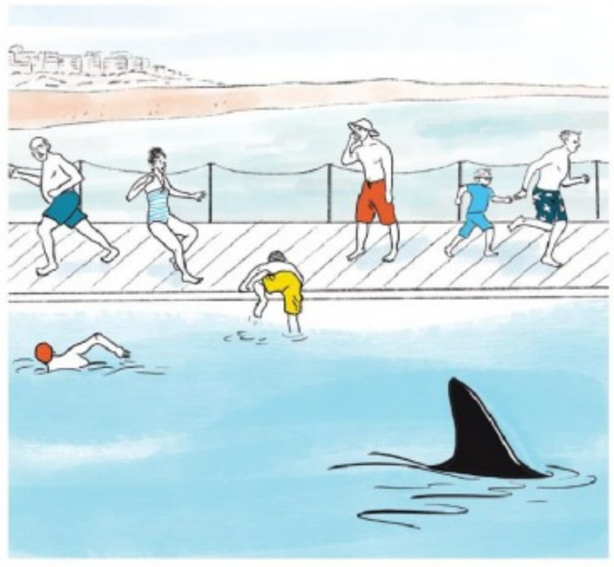
alive arrive driven kill miracle notice outside signal spider surprise survive while wife

/ɪ/ fish		/aɪ/ bike	

b 12.2 Listen and check. Practise saying the words. Which two words in the /ɪ/ group don't follow the rules?

4 SPEAKING

a Look at the pictures from two more newspaper stories. What do you think the stories are about?



b **Communication** Two more stories **A** *p.109* **B** *p.114* Read your story and tell it to your partner.

c Which of the stories in this lesson do you find the most unbelievable? Have there been any funny or unusual stories in the news recently? What happened?

www.frenglish.ru

12B Don't tell anybody!

G reported speech
V *say* or *tell*?
P double consonants

She told me that she didn't want to marry him. *Really? Did she say why?*

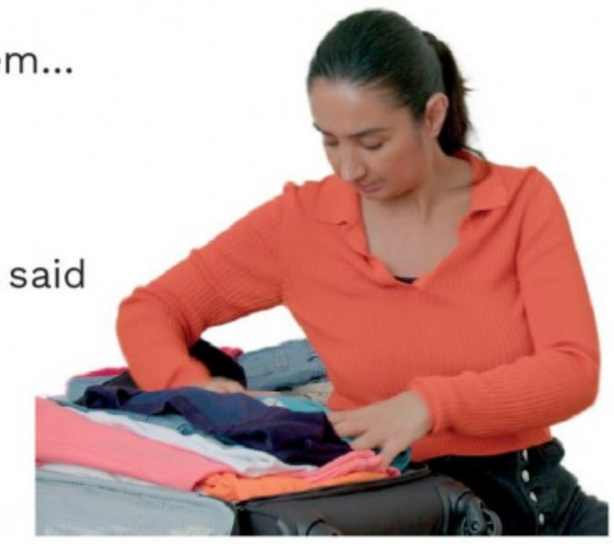
1 LISTENING

a Look at the photo of two women, Pam and Sue. What do you think they're talking about?

b **12.3** Listen to their conversation. Who are Jack and Emma? What does Pam think has happened to them? Choose a, b, or c.

1 Pam thinks she heard them...
   a arguing.
   b having a party.
   c having a conversation.

2 According to Pam, Emma said she was...
   a seeing another man.
   b looking for a new job.
   c going to stay with her mother.



3 Emma said she had...
   a left the dog with a neighbour.
   b left the children with her sister.
   c left the children with her mother.

4 Sue is going to...
   a tell her husband.
   b tell her family.
   c tell another neighbour.

c Video Now watch *What really happened?* Was Pam right? Explain why (not).

d Do you and your friends ever gossip? What about?

2 GRAMMAR & VOCABULARY
reported speech, *say* or *tell*?

a Compare what Emma said (direct speech) with what Pam says that she said (reported speech). Underline the words which are different in the highlighted reported speech.

Emma I'm going to stay with my mum.
Pam She said that she was going to stay with her mum.

Emma I won't come back.
Pam She told him that she wouldn't come back.

Emma I've taken the children to my sister's.
Pam She said that she'd taken the children to her sister's.

b G **Grammar Bank** 12B *p.156*

c **12.5** Listen to some sentences in direct speech. Say them in reported speech. Begin *He said...* or *She said...*

1 I'm in a hurry. *She said that she was in a hurry.*

2 I'll write. *He said that he would write.*

d Complete the sentences with the correct form of *say* or *tell*.

1 'I have a problem,' Annie _____.
2 Annie _____ us that she had a problem.
3 Lisa _____ that she was leaving her husband.
4 He _____ the teacher that he'd left his homework at home.
5 His teacher _____ that he didn't believe him.
6 Can you _____ Mark that I can't meet him tonight?
7 What did you _____ to her?
8 When I was a child my mother used to _____ us not to _____ hello to people we didn't know.

www.frenglish.ru

3 SPEAKING

a Read the questions and plan your answers. One answer must be invented!

What's your favourite food?
Who's your favourite singer?
What are you planning to do this summer?
What languages can you speak?
What did you do last Saturday?
Have you ever spoken to a famous person?

b Work in pairs. **A** ask **B** the questions. Listen and take notes of **B**'s answers. Then swap roles.

c Change partners. Tell your new partner what your first partner said. Decide together which answer you think your first partners invented.

He told me (that)... *She said (that)...*

d Check with your first partners. Were you right?

4 PRONUNCIATION double consonants

a Look at five groups of words. Match each group to a vowel sound.

1 gossip offer opposite bottle borrow
2 hurry rubbish funny summer butterfly
3 written miss bitten different middle
4 happy married accident rabbit baggage
5 letter leggings message umbrella tennis

b 12.6 Listen and check. Practise saying the words.

Double consonants

The vowel sound before a double consonant is normally short when it is the stressed syllable, e.g. *gossip* /ɒ/, *hurry* /ʌ/, *written* /ɪ/, *happy* /æ/, *letter* /e/.

Double consonants are usually pronounced the same as single consonants, e.g. *pp* = /p/.

c How do you think you pronounce the words below? Check the pronunciation and meaning with a dictionary.

kettle nanny pillow pottery supper

5 READING & SPEAKING

a Read the text once. Is it a) a magazine article, b) a traditional story, or c) an extract from a novel? How do you know?

Blowing in the wind

Once upon a time, in a small town in Eastern Europe, there was a man who loved gossiping. Every day he used to sit with his friends and talk about other people. 'Can you believe she did that?' 'Can you believe he said that?' 'Did you see what she was wearing?' And his friends told their wives, who told their neighbours, who told their friends. Some of the stories were true and some were not, but they all went round the town.

One day a wise old woman in the town asked to speak to the man. When he arrived, she gave him a feather pillow. 'Take the pillow to the top of the hill, then cut it open and release all the feathers,' she said. 'But why?' he asked. 'Just do as I say,' she answered, 'and come back tomorrow.' So the man went to the top of the hill. He cut open the pillow. All the feathers flew out, and the wind carried them in all directions.

The next day he went back to see the wise woman and he told her that he had done what she wanted. 'Good,' she replied. 'Now I want you to go back up the hill with the empty pillow and refill it with the feathers.' 'But that's impossible,' said the man. 'The feathers have blown everywhere.'

b Read the story again. What do you think the moral is? Go to **C Communication** Blowing in the wind *p.109* Read the end of the story and check.

c Answer the questions with a partner. Give examples where you can.

1 What kind of things do you think people gossip about?
2 Do you have any friends who gossip a lot? Are you careful about what you tell them?
3 Are people in your country interested in celebrity gossip? Are you?
4 Do you think gossip spreads more quickly than it used to? Why?
5 Have you ever posted gossip on social media? What was it?

6 WRITING a review

W Writing Bank 12 *p.126* Write a review of a short story.

www.frenglish.ru

12C The *English File* quiz

- G questions without auxiliaries
- V revision of question words
- P /w/ and /h/

Who painted that picture? *I can't remember.*

1 PRONUNCIATION & VOCABULARY
/w/ and /h/, revision of question words

a How do you pronounce these question words? Put them in the correct group.

how what when where which who whose why

witch	
house	

b Video Watch and check. Then practise the sounds and words.

c Complete the questions with words from **a**.

Your English course

1 _____ do you usually get to class: on foot, by car, or on public transport?
2 _____ do you usually sit next to?
3 _____ are you going to do after this class?
4 _____ many different teachers have you had since you started learning English?
5 In your class, _____ pronunciation do you think is the best?
6 _____ often have you missed a class?
7 If you could go to an English-speaking country on holiday, _____ would you go?
8 _____ would your ideal time be to have English classes?
9 _____ do you find more difficult, speaking or listening?
10 Are you going to carry on with English? _____ (not)?

d Ask and answer the questions with a partner.

2 GRAMMAR questions without auxiliaries

a Look at *The English File quiz*. With a partner, see how many of the questions you can answer from memory.

b Now try to find the answers you couldn't remember in Files 1–12.

c Look at the quiz. Answer these questions.

1 What is the subject of the verb in question 1?
2 What is the subject of the verb in question 2?
3 How are the verbs different in questions 1 and 2?
4 Which other six questions in the quiz are similar grammatically to question 1?

d G **Grammar Bank** 12C *p.156*

The **English File** quiz

1 Who painted *The Milkmaid* and *Girl with a Pearl Earring*?
2 Where did Ryan find his phone?
3 What country was Christopher Morris in when the photo on the swing was taken?
4 What do companies like Uniqlo, Zara, and Boohoo want to stop people doing?
5 What percentage of people from a survey about waiting times still believe that patience is a virtue?
6 Which city came first in a survey of unfriendly cities in the UK?
7 What did Captain Edward Murphy give his name to?

www.frenglish.ru

8 Who wrote the short story *Girl*?

9 What are the most dangerous animals or insects in the UK?

10 What phobia do business people and actors sometimes suffer from?

11 Which American actor won the Oscar for Best Actor in 2002?

12 What bird is also a name for a person who loves getting up early?

13 Who invented the saxophone?

14 What learning difference did Cher and Richard Branson both have?

15 Who did Jim Springer meet for the first time when he was 39 years old?

16 Who or what went on an unexpected 260-mile journey?

3 SPEAKING

C Communication General knowledge quiz **A** *p.109* **B** *p.114* First complete the questions. Then ask them to your partner.

4 LISTENING

a Have you ever been on a quiz team? Did you enjoy it?

b Video Watch *Pub quiz*. Answer the quiz questions in teams.

Pub Quiz answer sheet

Round 1 Sports

1 _____
2 _____
3 _____
4 _____
5 _____

Round 2 Music

1 _____
2 _____
3 _____
4 _____
5 _____

Round 3 Geography

1 _____
2 _____
3 _____
4 _____
5 _____

www.frenglish.ru

11&12 Revise and Check

GRAMMAR

Circle a, b, or c.

1 When I was a child I ___ have very long hair.
a use to b used to c used

2 Jack ___ like sport when he was at school.
a don't use to b didn't used to
c didn't use to

3 I might ___ Sophie a ring for her birthday.
a buy b to buy c buying

4 Sue ___ come tonight. She has to work late.
a might no b not might c might not

5 **A** I love travelling. **B** ___.
a So do I b Neither do I c So am I

6 **A** I can't do this exercise. **B** ___.
a So can I b Neither can't I
c Neither can I

7 **A** I went to the cinema last night.
B ___. What did you see?
a So went I b So I did c So did I

8 I was too late – when I got to the station, the train ___.
a has left b had left c left

9 When we got to the airport, we remembered that we ___ the kitchen window.
a hadn't closed b didn't close
c haven't closed

10 Lisa told me that she ___ to marry Nigel.
a has wanted b want c wanted

11 Kevin said he ___ back in ten minutes.
a would be b was c will be

12 Our grandfather ___ that he had worked in a factory when he was young.
a said us b told c told us

13 Who ___ in the house next door?
a lives b live c does live

14 Where ___ that dress?
a you bought b bought you
c did you buy

15 How many people ___ to go on the trip?
a do want b does want c want

VOCABULARY

a Make nouns from the verbs.

1 invent _____
2 decide _____
3 choose _____
4 invite _____
5 die _____

b Write the school subjects.

1 _____ *Hamlet* is one of Shakespeare's greatest plays.
2 _____ 200 ÷ 8 = 25
3 _____ What's the capital of Morocco?
4 _____ There are 20,000 species of bee in the world.
5 _____ Augustus was the first Roman Emperor.

c Complete the missing words.

1 Julia and Jane are i_____ twins.
2 I live in the same street a_____ my sister.
3 Her new novel is quite s_____ to her last one.
4 Dave is very attractive and his son looks just l_____ him.
5 My parents b_____ love classical music.

d Circle the correct time expression.

1 We were having a barbecue when it *suddenly / straight away* started raining.
2 The doctor will see you again next week. *Eventually / Meanwhile*, you must rest as much as possible.
3 When the phone rang I answered it *suddenly / immediately*.
4 It was a long journey, but *eventually / meanwhile* I got home.
5 She said it was important, so I did it *straight away / eventually*.

e Complete the sentences with *say* or *tell*.

1 _____ me a story!
2 Did he _____ that he would come back?
3 If you see Kasia, _____ hello!
4 What did they _____ to you?
5 You should _____ your teacher what happened.

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds

ear t**ou**rist **ow**l b**oy**

Consonant sounds

thumb mo**th**er **r**ight

b P **Sound Bank** *p.174–5* **Say more words for each sound.**

c What sound in a do the pink letters have in these words?

1 ma**th**s
2 s**ure**
3 nei**th**er
4 f**ear**
5 **wr**itten

d Underline the stressed syllable.

1 in|de|ci|sive
2 i|den|ti|cal
3 i|mme|di|ate|ly
4 neigh|bour
5 ac|ci|dent

www.frenglish.ru

Can you understand this text?

a Read the two stories. What do they have in common?

b Read the stories again and mark the sentences **T** (true) or **F** (false).

1 Matteo and Enrica were late because they got lost on the way to the airport.
2 When they got to the plane, it was ready to leave.
3 They were arrested after they'd got on the plane.
4 They wanted to go to Italy for a birthday party.
5 Hubert bought the lottery scratch cards in an airport shop.
6 One million dollars was the biggest prize for the scratch card.
7 At first, he wasn't sure if he'd really won the prize.
8 He's decided to give all the money away to other people.

Can you understand these people?

Mark Caroline John Alison Kathy

Video **Watch and answer the questions.**

1 When Mark was at school he didn't like studying ___.
a maths b PE c languages

2 Caroline's French teacher inspired her to ___.
a be a French teacher b continue learning French
c set up a language school in Australia

3 When John has to make a decision he prefers to ___.
a make it quickly b think about it for a long time
c ask for advice

4 Alison has ___.
a a twin sister b twin nephews c twin nieces

5 Kathy thinks that ___.
a men gossip more than women
b women gossip more than men
c men and women gossip the same amount

Can you say this in English?

Tick (✓) the box if you can do these things.

Can you...?

1 ☐ talk about three things you used to do when you were a child
2 ☐ say two things you might do next week
3 ☐ respond to these sentences with *so* (*am I*, etc.) and *neither* (*do I*, etc.) to say you are the same:
I like pop music. *I haven't finished this exercise yet.*
I'm going out tonight. *I didn't know the answer.*
4 ☐ continue these sentences with the past perfect:
a I got to the station, but...
b When I saw him I was surprised because...
5 ☐ report two things that somebody said to you yesterday using *said* or *told me*
6 ☐ ask three questions without an auxiliary verb beginning with *Who*, *How many*, and *Which*

Stop the plane – we want to get on!

An Italian couple ran out onto the runway of Malta International Airport to stop a Ryanair jet from leaving for Italy without them, a Maltese court heard on Thursday.

Matteo Clementi, 26, and Enrica Apollonio, 23, got stuck in terrible traffic on their way to the airport on Wednesday. When they arrived, the gate was closed and they were not allowed to board their flight back to Italy. They went to the next gate, forced open a security door, and ran towards the plane. The engines were running and the stairs had been removed, but the couple tried signalling to the pilots to let them get on. However, they were not allowed to board and were arrested by security staff.

A lawyer defending them in court said that Wednesday was Enrica's 23rd birthday. She had wanted to celebrate it with her family and friends in Italy. Instead she spent the evening in prison, and the couple were fined €2,329.

From $20 to $1,000,000 in 30 minutes

A man who found $20 in the street near San Francisco International Airport used it to play the California lottery and won $1 million, lottery spokesman Greg Parashak said on Monday.

Hubert Tang used the $20 to buy two lottery scratch cards at a store near the airport on Wednesday and won the top prize with one of them, Parashak told us.

Tang said, 'I scratched the ticket outside the store. I told my friend who I was with that I didn't know if it was real but I thought I had just won a million dollars.' Tang, who works as a barman at the airport, had not played the lottery for the last ten years. He said that he planned to continue working and had not decided how to spend the money. But he said that he might leave $20 notes in different places so that other people could find them and be lucky like him.

www.frenglish.ru

Communication

1A Alphabet quiz Student A

a Ask **B** your question 1.

Which country's security service is called the FBI?

b Answer **B**'s question 1. Then ask **B** your question 2, etc.

1 Which country's security service is called the FBI? (*the USA*)
2 What do you use a USB-C cable for? (*connecting something to another device*)
3 What can you do at a B&B? (*stay the night and have breakfast*)
4 If you see RSVP at the end of an invitation, what is the sender asking you to do? (*answer the invitation*)
5 What kind of person is a VIP? (*a very important person*)
6 What do you get from an ATM? (*money / cash*)
7 Which country's national radio and TV is called the BBC? (*the UK / Britain*)

2B *at, in, on* Student A

a Ask **B** your questions.

1 What month do you usually go on holiday?
2 Where do you usually have breakfast?
3 What time do you usually have lunch?
4 What days of the week do you usually go out in the evening?
5 What time of day do you usually do your English homework?
6 Where do you usually buy clothes?
7 Where do you normally listen to music?
8 When's your birthday?

b Answer **B**'s questions using *at*, *in*, or *on*. Ask *What about you?* for each question.

1C Remakes Student A

a Describe your painting (1) (*Girl Reading a Letter at an Open Window*, by Vermeer) to **B**. **B** has the remake and will say what's the same and what's different in the photo.

My painting is called Girl Reading a Letter at an Open Window *and it's by Vermeer.*

b Now look at your photo (2) of a remake. Listen to **B** describe the original painting. Tell **B** what's the same and what's different in the photo.

1

2

www.frenglish.ru

2C Happy ending

Work with a partner. Think about the video you watched and answer the questions from memory.

1 Why didn't Hannah see the man who was crossing the road?
2 Who was the man?
3 Why did he cross without looking?
4 Where did they go after that?
5 What did they order?
6 Why was Jamie in the High Street?
7 What and when was the concert?
8 What was special about the day?

3A What are we going to do? Students A+B

a Read the scenario and discuss the questions.

> A couple of friends who have never visited your town / city have a long stopover at your nearest airport. They arrive at 9 a.m. and need to be back at the airport at 3.30 p.m. You are going to meet them and show them your town / city. Plan the day.

- How are you going to take them to the town or city centre?
- What are you going to show them, and in what order?
- Where and when are you going to have lunch?
- What time are you going to leave to take them back to the airport?

b Present your plan to the rest of the class, and listen to theirs. Then vote for the best one.

3B How organized are you? Students A+B

How to score:

Q1: 2 points for a, 1 point for b, 3 points for c
Q2: 2 points for a, 3 points for b, 1 point for c
Q3: 2 points for a, 3 points for b, 1 point for c
Q4: 1 point for a, 3 points for b, 2 points for c
Q5: 3 points for a, 2 points for b, 1 point for c

Is your score between 12 and 15? Congratulations. You are extremely organized. Are you maybe too organized? How good are you at adapting when your plans change? Try to be tolerant with other people who are not as organized as you are.

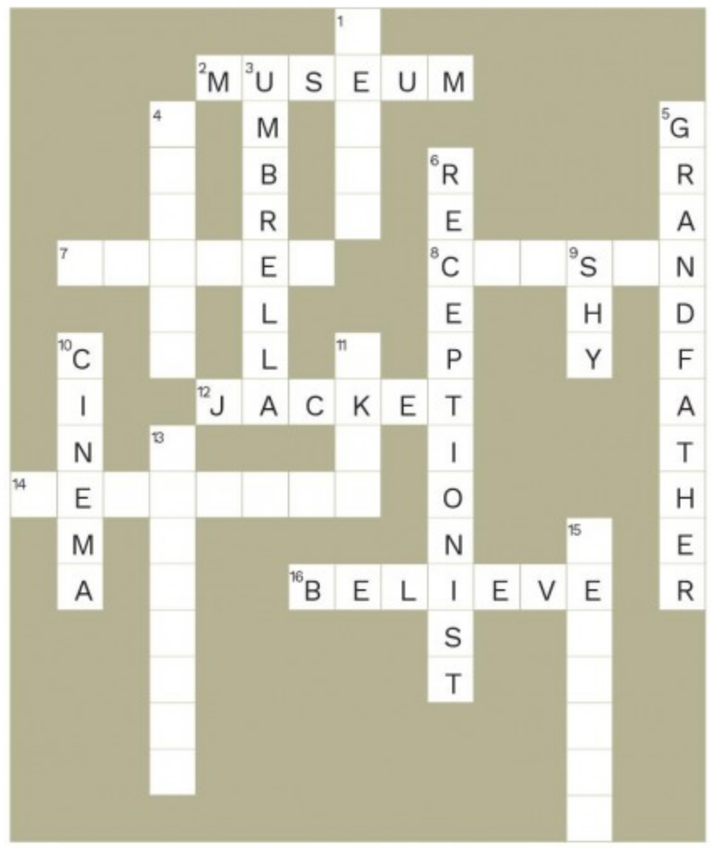
Is your score between 9 and 11? You are organized in some aspects of life, but less in others. Maybe you need to make some small changes. Look at your answers again. Did you score 1 for any of the questions? Are you happy with those answers?

Is your score between 5 and 8? You are extremely disorganized. Do you know what day it is? Do you know what year it is? Sometimes it's good to be spontaneous, but you definitely need to be more organized!

3C Split crossword Student A

a Look at your crossword and make sure you know the meaning of all the words you have.

b Ask **B** to define one of your missing words. Ask, for example, *What's 1 down?* Listen to **B**'s definition and write the word in your crossword.



c Now **B** will ask you to define one of his / her missing words.

d Compare your completed crosswords. Did you spell all the words correctly?

6A You're a pessimist! Student A

a Say your sentence 1 to **B** and he / she will make a pessimistic prediction.

b Then listen to **B**'s sentence 1 and make a pessimistic prediction.

c Do the same for sentences 2–5.

1 I'm going to have my first skiing lesson next week.
2 We're going to see the new Spielberg film tonight.
3 My train leaves in 20 minutes.
4 We're having a party in the garden on Saturday.
5 I have an interview for a new job tomorrow!

6C Revision questionnaire Student A

a Ask **B** your first question. Ask for more information if you can.

b Answer **B**'s first question. Give as much information as you can.

c Continue with questions 2–8.

1 What do you usually have for breakfast?
2 Are you studying for an exam at the moment?
3 Where did you go on holiday last year?
4 Where were you at ten o'clock last night? What were you doing?
5 Have you ever broken a bone?
6 What are you going to do next summer?
7 What do you think the weather will be like tomorrow?
8 What are you doing tonight?

www.frenglish.ru

4A Has he done it yet? Students A+B

Look at the picture of Max in his bedroom for one minute. Try to remember what's in it. Then go to p.108.

7C What are the rules? Student A

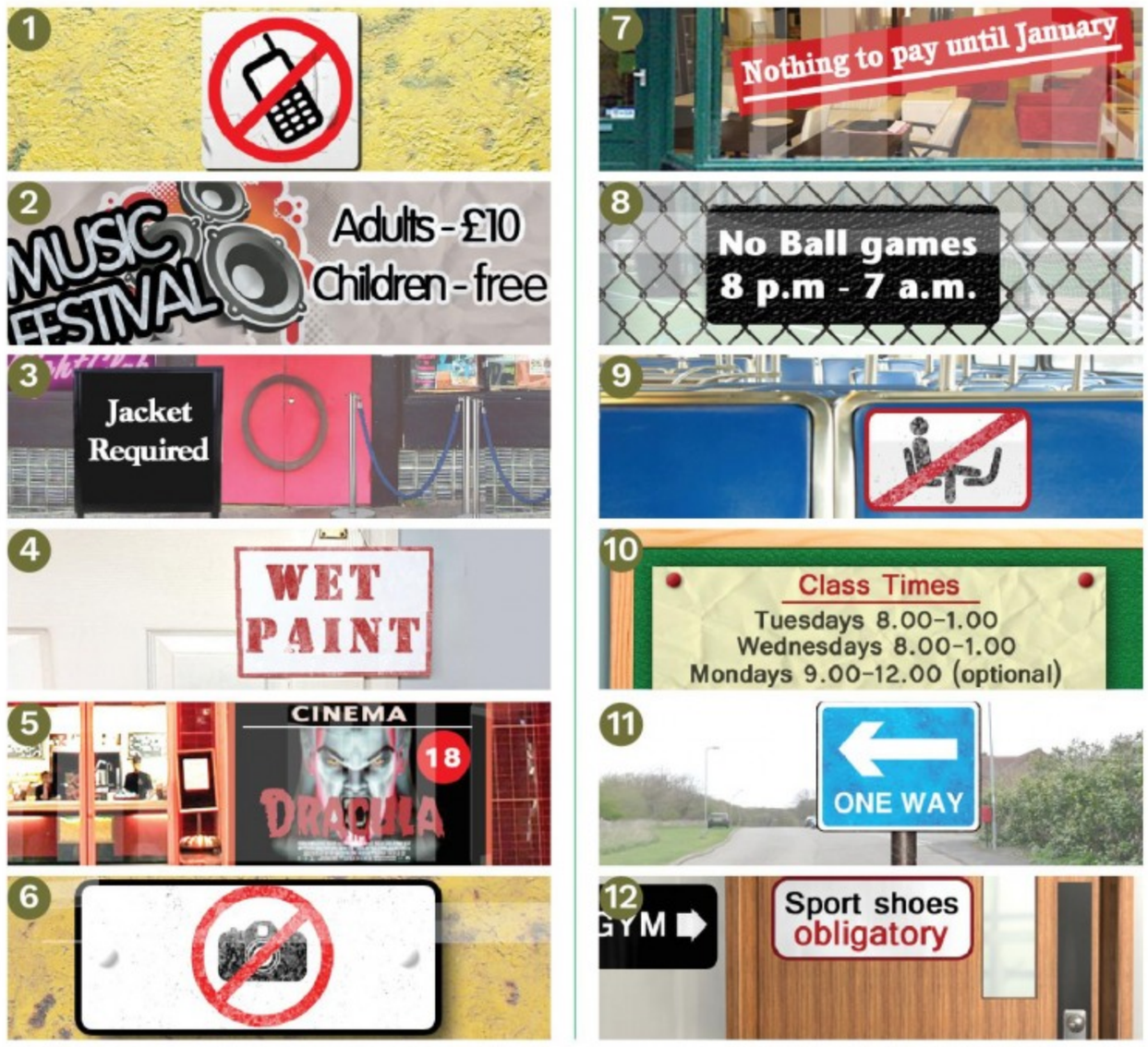
a Look at photos 1–6. Complete the rules with *have to*, *don't have to*, *must*, or *mustn't* and a verb from the list.

be pay take touch turn off wear

1 You _____ your phone.
2 Children _____.
3 You _____ a jacket.
4 You _____ the door.
5 You _____ over 18 to see this film.
6 You _____ photos here.

b Read your rules to **B** in a different order. **B** will say which photo they go with.

c Look at photos 7–12. Listen to **B**'s rules, and say which photo they go with.



2C Sad ending

Work with a partner. Think about the video you watched and answer the questions from memory.

1 Why didn't Hannah see the man who was crossing the road?
2 What did Hannah do?
3 Where did she go after the accident? What did she do there?
4 Then where did she go? Who arrived there a bit later?
5 What news did the person have for Hannah?
6 How was Jamie?
7 What did she tell Hannah about the car and the driver?
8 What happened in the end?

www.frenglish.ru

8A What Annalisa says Students A+B

Annalisa writes... It can be difficult if family members eat different foods, but it's usually a problem of organization. This seems emotional and personal. You feel that you don't know who your partner is anymore. If he refuses to cook any non-vegan food, you've lost some of the things you shared, and that is hard for you. Were things really OK before this, for both of you? He has decided to do this, but you have decided to hate it, and that tells me more about your relationship than your shopping list. I feel that you shouldn't get angry with him. Can you start a conversation that lets him know how you feel, without making his choices feel wrong? Can you be more open-minded about his decision? Remember, vegan food doesn't have to be boring, and there are some amazing cookbooks now, so maybe you should try some new recipes – you might find you actually enjoy it.

9A Would you know what to do? Student A

a Read the answers to *In the city*.

b Tell **B** and **C** the correct answers for *In the city*, and why the other ones are wrong.

c Listen to **B** and **C** tell you about the other sections (*In the country* and *In the sea*). Check your answers.

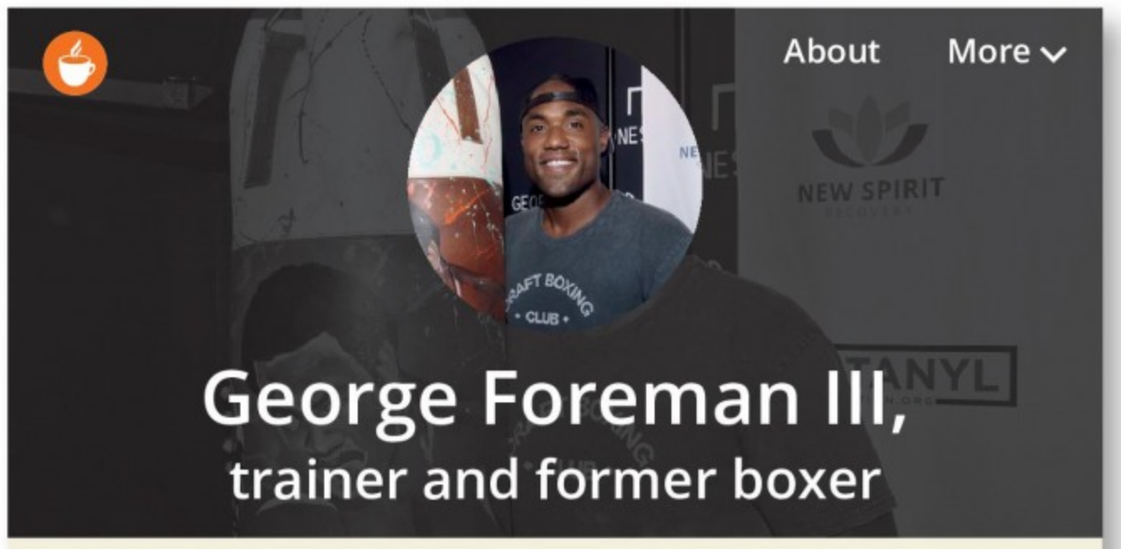
In the city

1 **The answer is b.** Dogs like to attack any part of you that is moving, usually hands or arms. It is also dangerous to turn your back on the dog. You shouldn't look the dog in its eyes because this will make it angry. Shouting 'down' or 'go away' at the dog will not work because dogs usually only react to their owner's voice.

2 **The answer is a.** Wasps and bees will usually fly out of an open window, but don't wave your hands around because they follow movement and might try to sting you. And you mustn't hit the wasp or bee as this will make them very angry. Of course, as soon as you can, you should stop the car and open the doors.

10B My morning routine Student A

a Read about George's routine and answer the questions with short notes.



I get up at about 5.30 a.m. I set five or six alarms in order to wake up on time. My first alarm goes off at about 5.00 a.m., around 30 minutes before I actually plan to wake up. Then I go back to sleep again, but I still wake up on time! I check my phone immediately. It's a bad habit, but I like to check emails, texts, and social media in case there are any emergencies.

I usually have something to eat at about 6.15. I drink coffee and have a bowl of cereal or Greek yogurt with fruit. I start work at 7.30 a.m. From 7.30–11.00 a.m. I focus on the most important things. I also work out in the morning, no more than one hour (when I was a professional boxer, I used to work out for two hours every morning). I like to do some meditation (I use the Headspace app) before I do work, but to be honest, I only do this about 40% of the time. From 11.00 a.m. onwards, I'm travelling, meeting people, doing interviews, etc. My office is wherever my laptop is.

I usually go to bed between 11.00 p.m. and midnight, but if I have an idea or a problem that I need to solve, I often stay up until 4.00 a.m. or later.

1 What time does he get up on a typical morning?
2 How does he wake up on time?
3 What's the first thing he does when he gets up?
4 Does he have anything to eat or drink before he starts work?
5 What time does he start work?
6 What time does he usually go to bed?
7 What else did you learn about him?

b Use the questions and your notes to tell **B** about George's routine.

c Now listen to **B** tell you about Ashley's routine.

d Do you think George and Ashley are more larks or more owls? Is your routine similar to George or Ashley?

www.frenglish.ru

10C Passives quiz Student A

a Complete your sentences with the verb in the passive (present or past simple), and circle the correct answer.

1 Until 1664, New York _____ (call)...
a New Amsterdam. b New Hampshire. c New Liberty.

2 The Lord of the Rings films _____ (direct) by...
a Ridley Scott. b James Cameron. c Peter Jackson.

3 The noun which _____ (use) most frequently in conversation is...
a money. b time. c work.

4 Penguins _____ (find)...
a at the South Pole. b at the North Pole. c in Alaska.

5 The Italian flag _____ (design) by...
a Garibaldi. b Mussolini. c Napoleon.

6 The first mobile phones _____ (sell) in...
a 1963. b 1973. c 1983.

7 The British politician Winston Churchill _____ (be born)...
a on a train. b in a toilet. c under a bridge.

8 The Statue of Liberty _____ (give) to the United States by...
a Germany. b the UK. c France.

b Read your sentences to **B**. **B** will tell you if you are right.

c Now listen to **B**'s sentences. Say if he / she is right.

B's answers

1 The smartphone was invented by IBM.
2 Star Wars was created by George Lucas.
3 The book which is stolen most often from libraries is *Guinness World Records*.
4 Worldwide, 16,000 babies are born every hour.
5 Chess was invented by the Chinese.
6 The first Skype call was made in 2003.
7 Football was first played by the British.
8 In 1968, the original London Bridge was bought by a rich American.

12A What had happened? Student A

a Look at the odd numbered sentences (1, 3, 5, 7, 9, and 11) and think of the missing verb (+ = positive verb, – = negative verb). Don't write anything yet!

1 Diana was very angry because her husband _____ the dinner. –
2 We went back to see the house where **we had lived** when we were children.
3 He couldn't catch the plane because he _____ his passport. +
4 The flat was very dirty because nobody **had cleaned** it for a long time.
5 We went back to the hotel where we _____ on our honeymoon. +
6 The cat was hungry because it **hadn't eaten** anything for two days.
7 After I left the shop I suddenly remembered that I _____ for the jacket. –
8 I ran to the station, but the last train **had gone**.
9 Miriam was happy to hear that she _____ the exam. +
10 I didn't want to lend Jane the book because I **hadn't read** it.
11 Jack was angry because I _____ him to my party. –
12 They got to the cinema late and the film **had started**.

b Read your sentence 1 to **B** with the missing verb you chose. If it's not right, try again until **B** tells you 'That's right'. Then write in the verb.

c Listen to **B** say sentence 2. If it's the same as 2 above, say 'That's right'. If not, say 'Try again' until **B** gets it right.

d Take it in turns with sentences 3–12.

4A Has he done it yet? Students A+B

a Work individually. Look at the list of things Max does every morning. Has he already done them this morning? Try to remember what was in the picture. Write sentences with *already* and *yet*.

He's already made the bed. **OR** *He hasn't made the bed yet.*

- make the bed
- tidy his desk
- take the dog for a walk
- have breakfast
- put away his clothes
- have a shower
- turn off his computer

b Work in pairs. Compare your sentences. Are they the same? Then go back to p.106 and compare your sentences with the picture. Were you right?

c What does your bedroom look like right now? Is there anything you haven't done yet?

www.frenglish.ru

12A Two more stories Student A

a Read your story and write answers to the questions.

In Sydney, early in the morning, some people were having a swim in an outdoor swimming pool which was very close to the sea. They were very surprised when suddenly the pool assistant started shouting, 'Get out of the water! Quickly!' The swimmers immediately got out. Then they realized that there was a shark at the other end! A large wave had carried the shark into the pool overnight. Fortunately, no one was hurt and the shark was caught in a net and put back into the sea.

1 Where was the swimming pool? What kind of pool was it?
2 Why did the pool assistant shout 'Get out of the water! Quickly!'
3 What had happened in the night?
4 Were any of the swimmers hurt? What happened to the shark?

b Tell your story to **B**. Use your answers to help you.

This happened at a swimming pool in Sydney...

c Listen to **B** telling you his / her story.

12B Blowing in the wind Students A+B

'Your gossip is like the feathers,' said the wise woman. 'You can never take back what you have said, and you don't know how far it travels and the damage it can do. From now on, I want you to think before you speak.' And he did.

12C General knowledge quiz Student A

a Complete your questions with the verb in brackets in the past simple. The correct answers are in **bold**.

1 Who _____ the battle of Waterloo in 1815? (lose)
a the Duke of Wellington b Bismarck c **Napoleon**

2 Which American actor _____ in the 2022 film *Top Gun: Maverick*? (star)
a **Tom Cruise** b Will Smith c Brad Pitt

3 Who _____ the songs which feature in the film and musical *Mamma Mia*? (write)
a The Beatles b **ABBA** c Madonna

4 Which tennis player _____ Wimbledon at only 20 years old in 2023? (win)
a Jannik Sinner b **Carlos Alcaraz** c Holger Rune

5 Which famous Roman _____ 'I came, I saw, I conquered'? (say)
a Augustus b Nero c **Julius Caesar**

6 Which company _____ the first mobile phone? (create)
a **Motorola** b Nokia c Apple

7 Which painter _____ off part of his ear? (cut)
a Picasso b **Van Gogh** c Matisse

8 Who _____ penicillin? (discover)
a **Alexander Fleming** b James Watson c Thomas Edison

b Ask **B** your questions. Give your partner one mark for each correct answer.

c Answer **B**'s questions. Who got the most correct answers?

5A How fast is your life? Students A+B

Calculate your partner's score and tell him / her. Then read to see what your score means. Do you agree?

How to score:

1 point for **never** 2 points for **sometimes** 3 points for **often**

Is your score between 9–14? You live life in the slow lane. You are patient, enjoy a relaxed lifestyle, and you aren't often stressed. But this can mean that you sometimes forget to do things, or do them late. Try to make lists of things you need to do every day. Put things in your calendar so that you remember when you have meetings or things you don't want to be late for!

Is your score between 15–21? You have a medium pace of life. Sometimes you are patient and relaxed, but at other times you are impatient and in a hurry, depending on the situation. Read the paragraphs above and below, and use the advice either to speed up or slow down.

Is your score between 22–27? You live life in the fast lane. You are often impatient and you find it difficult to relax. You are always in a hurry and you're often multitasking. Perhaps this means that you do very well at work, but it's probably not so good for your relationships and health. Try to spend more time doing relaxing activities like listening to music or being with friends.

www.frenglish.ru

1A Alphabet quiz Student B

a Answer **A**'s question 1.

b Ask **A** your question 1. Then answer **A**'s question 2, etc.

What kind of machine is a BMW?

1 What kind of machine is a BMW? (*a car or motorbike*)
2 What does a DJ do? (*plays music in a club*)
3 Which country's national airline is called KLM? (*the Netherlands / Holland*)
4 What's the difference between a.m. and p.m.? (*morning and afternoon*)
5 What do people who work in IT do? (*They work with computers, software, etc.*)
6 How many states are there in the USA? (*50*)
7 In the UK, do people have ID cards, passports, or both? (*only passports*)

2B *at, in, on* Student B

a Answer **A**'s questions using *at*, *in*, or *on*. Ask *What about you?* for each question.

b Ask **A** your questions.

1 Where were you born?
2 What time do you usually get up during the week?
3 Where do you usually have lunch?
4 What time of day do you usually meet friends?
5 When do you usually go shopping?
6 Where do you usually do your English homework?
7 When do you do housework?
8 Where can you have a nice walk near where you live?

1C Remakes Student B

a Look at your photo of a remake (1). Listen to **A** describe the original painting. Tell **A** what's the same and what's different in the photo.

b Now describe your painting (2) (*The Poor Poet*, by Carl Spitzweg) to **A**. **A** has the remake and will say what's the same and what's different in the photo.

My painting is called The Poor Poet *and it's by Carl Spitzweg...*

1

2

3C Split crossword Student B

a Look at your crossword and make sure you know the meaning of all the words you have.

b **A** will ask you to define one of his / her missing words.

c Now ask **A** to define one of your missing words. Ask, for example, *What's 2 across?* Listen to **A**'s definition and write the word in your crossword.

d Compare your completed crosswords. Did you spell all the words correctly?

4C Did you have a good weekend? Students A+B

a Look at the questions. Plan your answers. Answer them truthfully, but **invent one answer** to make your weekend sound more exciting.

Did you have a good weekend?

Friday Did you go anywhere exciting on Friday night?

Saturday Did you do anything in the house (cleaning, etc.) on Saturday morning? Did you go shopping? Did you buy anything? Did you need to work or study? What did you do on Saturday night?

Sunday Did you go anywhere nice on Sunday? What did you have for lunch? Did you do anything relaxing in the afternoon?

b Work in pairs and interview each other with the questions. **A** ask **B** all the questions, then swap. Try to guess which answer your partner invented.

6A You're a pessimist! Student B

a Listen to **A**'s sentence 1 and make a pessimistic prediction.

b Then say your sentence 1 to **A** and he / she will make a pessimistic prediction.

c Do the same for sentences 2–5.

1 I want to go to the Barcelona–Real Madrid match.
2 I'm going to buy Jamie's old car.
3 We're going to the new Italian restaurant tonight.
4 I've just started going to a gym.
5 I'm looking for a cheap flat to rent somewhere in the city centre.

6C Revision questionnaire Student B

a Answer **A**'s first question. Give as much information as you can.

b Ask **A** your first question. Ask for more information if you can.

c Continue with questions 2–8.

1 What languages can you speak?
2 Are you watching any TV series at the moment?
3 What did you do last summer?
4 What were you wearing the last time you came to class?
5 Have you been to the cinema recently?
6 What are you going to do next weekend?
7 Who do you think will win the next football World Cup?
8 Are you going to a concert or a sporting event soon?

9A Would you know what to do? Student B

a Read the answers to *In the country*.

In the country

3 **The answer is c.** If you tie a bandage or a piece of material above the bite, this will stop the poison from getting to your heart too quickly. However, be careful not to tie it too tightly. You shouldn't put ice or anything cold on the bite, as this will make it more difficult to get the poison out later, and never try to suck out the poison. If it gets into your mouth, it could go into your blood.

4 **The answer is a.** If you let your dog run free, the cows will go after it, but it will escape as it can run much faster than the cows. The worst thing you can do is pick up your dog, as the cows will probably attack both of you. And don't shout or wave your arms because this will worry the cows and could cause them to attack.

b Listen to **A** tell you about *In the city*. Check your answers.

c Tell **A** and **C** the correct answers for *In the country*, and why the other ones are wrong.

d Listen to **C** tell you about *In the sea*. Check your answers.

www.frenglish.ru

7A How to survive... Student B

How to survive working from home

Since the pandemic, many office staff are working remotely from home. These tips will help you to enjoy it.

1 **Have a clear routine** Try to keep your normal sleep and work routines. Get up and start work at your usual time. Most importantly, set a time to stop working and focus on your home life.

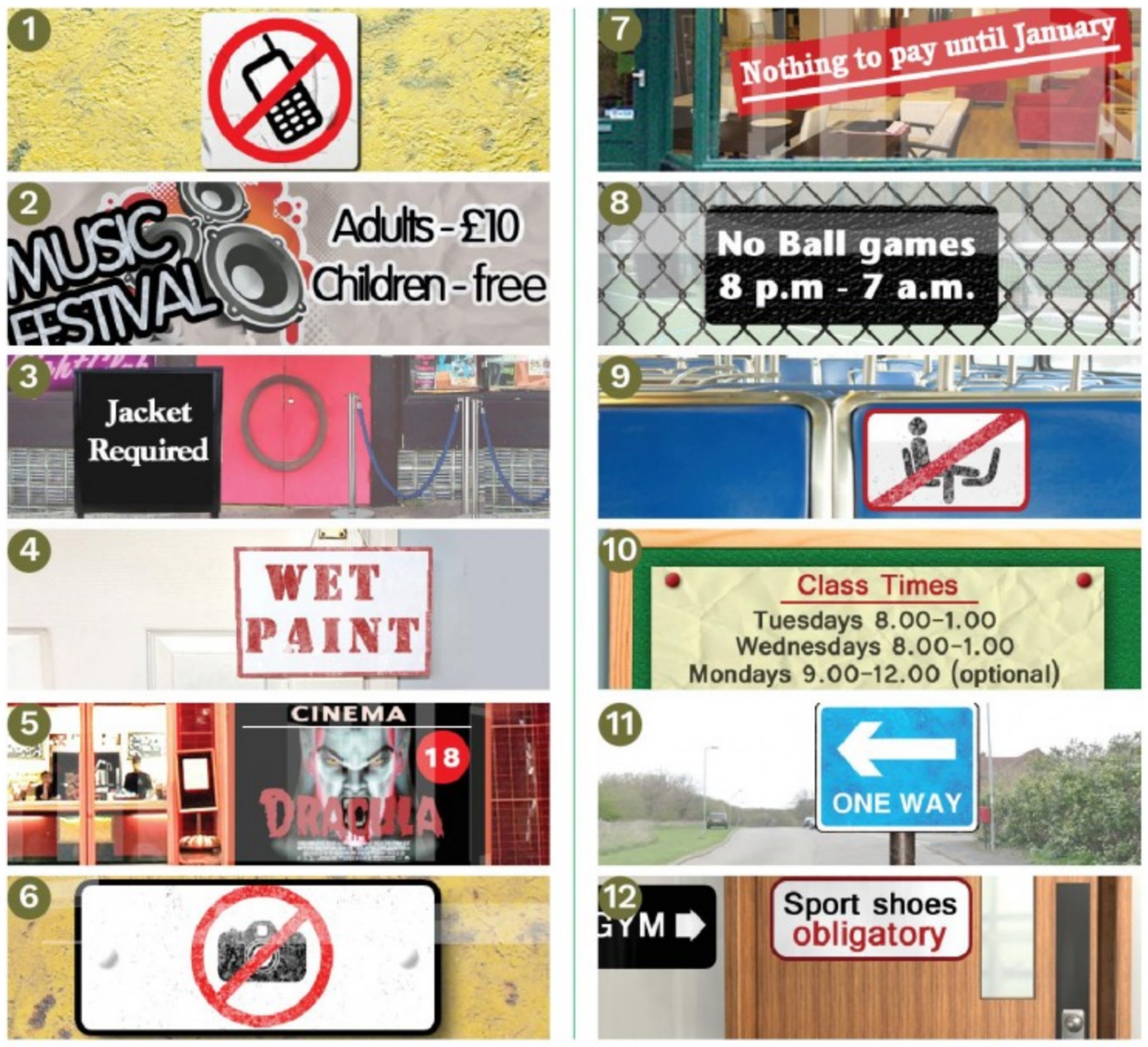
2 **Have a dedicated place to work** Find a quiet space away from people and distractions. If you don't have your own study, try to have a special area in another room for work. And sit at a desk or table. Don't sit on the sofa!

3 **Have regular breaks** Stop for lunch and give yourself breaks during the day. Even just five to ten minutes of short breaks each hour can make you more productive. Try to spend some break time outdoors, for example, go for a short walk or a bike ride.

4 **Communicate with other people** You can easily feel more isolated when you are working from home. Make time to socialize virtually. Plan a digital coffee break every day, or a Friday online get-together.

5 **Try to separate your work from your personal life** It can be difficult if there are distractions at home, especially children who think you are on holiday and want to spend time with you. If they are old enough, talk to them and explain that you have work to do and need quiet time to do it.

7C What are the rules? Student B



a Look at photos 7–12. Complete the rules with *have to*, *don't have to*, *must*, or *mustn't* and a verb from the list.

come drive pay play put wear

7 You _____ anything now.
8 You _____ football here at night.
9 You _____ your feet on the seats.
10 You _____ to class on Mondays.
11 You _____ in one direction.
12 You _____ sports shoes here.

b Look at photos 1–6. Listen to **A**'s rules, and say which photo they go with.

c Read your rules to **A** in a different order. **A** will say which photo they go with.

9A Would you know what to do? Student C

a Read the answers to *In the sea*.

b Listen to **A** and **B** tell you about the other sections (*In the city* and *In the country*). Check your answers.

c Tell **A** and **B** the correct answers for *In the sea*, and why the other ones are wrong.

In the sea

5 **The answer is c.** If a jellyfish stings you, you should clean the sting with vinegar as this stops the poison. If you don't have any vinegar, then use sea water. But don't use fresh water, for example water from a tap or mineral water, as this will make the sting hurt more. And you shouldn't rub the sting as this will make it worse, too. After you have washed the sting, you should clean off any bits of tentacles that are on your skin. And take a painkiller!

6 **The answer is a.** If you are near the shore and the shark is not too close, you can probably swim to the shore without attracting its attention. For this reason it is important to swim smoothly and not to splash or make sudden movements. Keeping still is dangerous because if the shark swims in your direction it will see you and probably attack you. Don't shout because shouting will provoke the shark and it will attack you.

www.frenglish.ru

10B My morning routine Student B

a Read about Ashley's routine and answer the questions with short notes.

My schedule changes a lot because I spend so much time travelling, and I developed my morning routine to give myself some sort of normality. A standard morning for me starts at 5.00 a.m. An alarm is necessary. I press snooze a few times when I'm by myself. My husband hates the snooze button, so I avoid using it when I'm at home with him. I usually check my phone right away. I enjoy seeing what my friends are doing on Instagram and Facebook in the morning. I find it relaxing, and that's how I keep in touch with family and see adorable photos of my nieces and nephews.

Then it's time for breakfast. I have coffee, cereal, yogurt, and fruit or toast. Then I watch TV for an hour – the news and my favourite shows. After that, I work out. I enjoy weights classes, yoga, and jogging around my neighbourhood. My work schedule changes so I might start work any time, but I try to send any important emails first thing in the morning.

In a perfect world, I would go to bed no later than 10.00 p.m. Unfortunately, it's usually closer to 11.00 p.m. My bedtime constantly changes because of all the travelling. Thank goodness I can sleep on planes!

Glossary
snooze a control on a clock or phone that you press when you wake up so that you can sleep a little longer and be woken up again after a short time

1 What time does she get up on a typical morning?
2 How does she wake up on time?
3 What's the first thing she does when she gets up?
4 Does she have anything to eat or drink before she starts work?
5 What time does she start work?
6 What time does she usually go to bed?
7 What else did you learn about her?

b Listen to **A** tell you about George's routine.

c Use the questions and your notes to tell **A** about Ashley's routine.

d Do you think George and Ashley are more larks or more owls? Is your routine similar to George or Ashley?

10C Passives quiz Student B

a Complete your sentences with the verb in the passive (present or past simple) and circle the correct answer.

1 The smartphone _____ (invent) by...
a Apple. b Nokia. c IBM.

2 Star Wars was _____ (create) by...
a George Lucas. b Steven Spielberg.
c Stanley Kubrick.

3 The book which _____ (steal) most often from libraries is...
a *The Bible*.
b *Guinness World Records*.
c *The Lord of the Rings*.

4 Worldwide, 16,000 babies _____ (be born)...
a every second. b every hour. c every day.

5 Chess _____ (invent) by...
a the Egyptians. b the Indians. c the Chinese.

6 The first Skype call _____ (make) in...
a 1993. b 2003. c 2013.

7 Football _____ first (play) by...
a the British. b the Romans. c the Greeks.

8 In 1968, the original London Bridge _____ (buy) by...
a a rich American. b a museum.
c the Royal family.

b Now listen to **A**'s sentences. Say if he / she is right.

A's answers

1 Until 1664, New York was called *New Amsterdam*.
2 The Lord of the Rings films were directed by Peter Jackson.
3 The noun which is used most frequently in conversation is *time*.
4 Penguins are found at the South Pole.
5 The Italian flag was designed by Napoleon.
6 The first mobile phones were sold in 1983.
7 The British politician Winston Churchill was born in a toilet.
8 The Statue of Liberty was given to the United States by France.

c Read your sentences to **A**. **A** will tell you if you are right.

www.frenglish.ru

12A What had happened? Student B

a Look at the even numbered sentences (2, 4, 6, 8, 10, and 12) and think of the missing verb (+ = positive verb, – = negative verb). Don't write anything yet!

1 Diana was very angry because her husband **hadn't cooked** the dinner.

2 We went back to see the house where we _____ when we were children. +

3 He couldn't catch the plane because he **had forgotten** his passport.

4 The flat was very dirty because nobody _____ it for a long time. +

5 We went back to the hotel where we **had stayed** on our honeymoon.

6 The cat was hungry because it _____ anything for two days. –

7 After I left the shop I suddenly remembered that I **hadn't paid** for the jacket.

8 I ran to the station, but the last train _____ . +

9 Miriam was happy to hear that she **had passed** the exam.

10 I didn't want to lend Jane the book because _____ it. –

11 Jack was angry because I **hadn't invited** him to my party.

12 They got to the cinema late and the film _____ . +

b Listen to **A** say sentence 1. If it's the same as 1 above, say 'That's right'. If not, say 'Try again' until **A** gets it right.

c Read your sentence 2 to **A** with the missing verb you chose. If it's not right, try again until **A** tells you 'That's right'. Then write in the verb.

d Take it in turns with sentences 3–12.

12C General knowledge quiz Student B

a Complete your questions with the verb in brackets in the past simple. The correct answers are in **bold**.

1 **Who _____ president of the USA eight years after his father had been president? (become)**
a Bill Clinton b Barack Obama c **George W. Bush**

2 **Who _____ the part of Hermione Granger in the Harry Potter films? (play)**
a **Emma Watson** b Carey Mulligan c Kate Winslet

3 **Which sport _____ an Olympic sport in Tokyo 2020? (become)**
a **skateboarding** b chess c golf

4 **Who _____ the Sistine Chapel? (paint)**
a Leonardo da Vinci b **Michelangelo** c Raphael

5 **Who _____ *The Hunger Games*? (write)**
a Leigh Bardugo b NK Jemisin c **Suzanne Collins**

6 **Who _____ a wooden horse to enter the city of Troy? (use)**
a **The Greeks** b The Romans c The Persians

7 **Which famous boxer _____ to fight in the Vietnam War in 1967? (refuse)**
a **Muhammad Ali** b Joe Frazier
c Sugar Ray Robinson

8 **Who _____ the telephone? (invent)**
a Marconi b **Bell** c Stephens

b Answer **A**'s questions.

c Ask **A** your questions. Give your partner one mark for each correct answer. Who got the most correct answers?

12A Two more stories Student B

a Read your story and write answers to the questions.

1 Where was the airport?
2 Why were airport workers surprised?
3 What had the old lady done?
4 How far did she travel on the luggage belt?

b Listen to **A** telling you his / her story.

c Tell your story to **A**. Use your answers to help you.

This happened at an airport in Sweden...

Last Monday, workers in the luggage area at Stockholm Arlanda Airport, in Sweden, got a big surprise. They were taking suitcases off the luggage belt to put them on the different planes when suddenly they saw an old lady sitting on the belt next to her suitcase. The woman had got confused at the check-in desk. She had put her luggage on the belt and then had sat down on the belt herself. A spokesman at the airport said, 'Unfortunately, she did not understand when she was given check-in instructions. She got on the belt together with her bag. Luckily, it wasn't a long ride – only a few metres.'

www.frenglish.ru

Writing Bank

1 A personal profile

a Read Dani's profile. Are you similar to her in any way?

Dani

242 friends

Posts **About** Friends Photos Videos

1. Hi. My name's Dani. Well, it's really Daniela, but everyone calls me Dani. I'm 21 years old. I'm Mexican and I live in Mérida.
2. I'm going to tell you about myself. I'm at university. I'm studying engineering. I'm in my third year and I really like it. I live with my parents and my sister in a flat in the centre. I have a dog, a Yorkshire Terrier – her name is Suzi.
3. As you can see from the photo, I have black hair and brown eyes. My mother says I look like her, but I think I look more like my father.
4. I think I'm a positive person. My friends say I'm funny. It's true, I like making people laugh, but I can be serious when I need to be!
5. I don't have much free time at the moment because I have exams soon. But when I can, I like going hiking and I sometimes play tennis. I also like watching TV series, especially crime dramas and comedies. I watch them with English subtitles because I want to improve my English.

b Read the profile again and answer the questions for each paragraph.

1. What's Dani's real name? How old is she? Where's she from?
2. What does she do? Who does she live with?
3. What does she look like?
4. What's she like?
5. What does she do in her free time?

c Look at the highlighted phrases in the profile. Then complete sentences 1–6 to make them true for you.

1. Everyone calls me _____.
2. As you can see from the photo, I have _____.
3. My mother / father says I'm _____.
4. I think I'm a _____ person.
5. My friends say I look _____.
6. When I can, I like _____.

and, *but*, *because*, *so*

We can use *and*, *but*, *because*, and *so* to link two ideas in a sentence.

We use *and* to link two similar ideas.

*I'm Mexican **and** I live in Mérida.*

We use *but* to contrast ideas.

*My mother says I look like her, **but** I think I look more like my father.*

We use *because* to express a cause or reason.

*Right now, I don't have much free time **because** I have exams soon.*

d Read the information box. Then complete some personal information about Roberto with *and*, *but*, *so*, or *because*.

1. I'm from Brazil, _____ I live in the UK.
2. I don't speak much Portuguese _____ we moved to London when I was two.
3. I live with my parents _____ my older sister.
4. My father says we can't have a dog _____ we don't have a garden.
5. I work in a café from 9.00 a.m. to 6.00 p.m., _____ I'm usually very tired in the evening.
6. I have brown hair _____ green eyes, like my mother.
7. I'm quite shy, _____ I also like meeting new people.
8. My friends and I love football _____ we often play together at the weekend.

e Plan your profile. Plan five paragraphs. Look at the questions in **b** and your ideas in **c**. Think about what you're going to write.

f Now write your profile. Use your notes in **e** and use *and*, *but*, *so*, or *because* to link your ideas. Try to use some of the highlighted phrases.

g Read your profile again and check your spelling, grammar, and punctuation.

p.11

www.frenglish.ru

2 Describing a photo

a Read Marc's post about his favourite photo. Complete it with words from the list.

at away in (x2) like of (x2) on with

My favourite photo

Post your favourite photo on the website, with a short description of why the photo is important to you.

This week's winner is Marc, a teacher from Swansea.

1 This is one of my favourite photos. It's [1]_____ two storks. I took the photo [2]_____ the spring of 2023 at Doñana National Park. I was on holiday [3]_____ some friends and we were travelling in Andalucia, [4]_____ the south of Spain.

2 Doñana is a nature reserve which is famous because there are lots of wonderful birds there, [5]_____ storks and flamingos. Storks are my favourite birds in the world because they're big birds, but they're very elegant. I love taking photos [6]_____ animals and birds, but I'm not very good [7]_____ it! Here, I was learning how to use the camera on my new phone. The storks were quite far [8]_____ from us on the top of a tree. I needed to keep very still because I didn't want to frighten them, but for the first time, I got a really good close-up shot.

3 I love this photo because it was my first successful wildlife photo. The blue sky reminds me of Andalucia and the wonderful weather there. I have it [9]_____ my phone and as the background on my laptop.

b Match the questions to paragraphs 1–3.

___ When did you take the photo? Where were you?
___ What's your favourite photo?
___ Why do you like the photo?
___ Who were you with? What were you doing?
___ Was it easy or difficult to take the photo? Why?
___ Where do you keep it?

Avoiding repetition

To avoid repeating the same words, we can use pronouns to refer back to people or things. We use:

subject pronouns (*he / she, it, they*, etc.), e.g.

***Storks** are my favourite birds because **they**'re big, but elegant.*

object pronouns (*him / her, it, them*, etc.), e.g.

*I love **this photo** because **it** was my first successful wildlife photo.*

We can also use *there* to refer back to a place, e.g.

***Doñana** is famous because there are lots of wonderful birds **there**.*

c Read the information box. Then look at the **bold** words and phrases in 1–5 and complete the sentences. Avoid repetition.

1 I love **dancing**, but as you can see from the photo, I'm not very good at _____.
2 We lived in **Rome** for a year and I was really happy _____.
3 **My sister, Anja**, took this photo. _____'s two years older than me.
4 **Monkeys in Japan** sit in hot springs to keep warm in winter. _____ look really funny!
5 This shot of the Sagrada Familia in **Barcelona** reminds me of a great weekend we spent _____.

d Plan a description of your favourite photo. Plan three paragraphs. Answer the questions in **b**.

e Now write your description. Use your notes in **d** and use pronouns to avoid repetition. Try to use some of the highlighted phrases, and check your use of prepositions. Attach your photo to your description.

f Read your description again and check your spelling, grammar, and punctuation.

p.19

www.frenglish.ru

3 An informal email

a Read Owen's email. Why did he write to Sacha?

a To invite her to stay with his family.
b To arrange her visit to his family.
c To introduce himself and his family.

b Read the email again and answer the questions.

1 How does Owen know Sacha?
2 What information about her journey does Owen ask for?
3 What two questions does he ask about Sacha's stay in the UK?
4 What else does Owen tell Sacha about the family?

c Read the email again and complete it with the phrases from the list.

Best wishes Hi
Looking forward to hearing from you
PS Thanks for your email

Informal language

When we know the person we're writing to, we can use informal language. We use:

contractions, e.g.

It's great to hear from you again.

We [1]_____ *all going to come to Edinburgh Airport.*

Is there anything you [2]_____ *like to do while you* [3]_____ *in the UK?*

informal requests, e.g.

Can you send me...?

[4]_____ *your departure date.*

informal beginnings and endings, e.g.

Hi (+ name),

Love, or [5]_____

d Read the information box. Complete it with words and phrases from the email.

e Imagine you're Sacha. Plan your reply to Owen's email.

Paragraph 1	Thank Owen for his email. Say something nice about the family.
Paragraph 2	Give Owen your flight information: (Flight FR8721 arriving 14 July at 12.40, FR8722 departing 11 August at 14.10)
Paragraph 3	Answer Owen's questions about your stay. Ask him a question.

Subject: Re: Another English course x Inbox

From: Owen <owenseven@hotdog.com>
To: Sacha <sachapopov@mail.com>

[1]_____ Sacha,

[2]_____. It's great to hear from you. We're really pleased that you're doing another English course here and that you'd like to stay with us again. We enjoyed your visit last July a lot.

We're all going to come to Edinburgh Airport to pick you up on 14 July. Can you send me your flight number and arrival time? Don't forget to tell me the date you're leaving Edinburgh, too. Also, you asked for my new mobile number – here it is: 0044 7700 900077.

When you're here, another student is going to be with us. You can share a big bedroom with her, or you can have a small one just for you. Which do you prefer? And is there anything you'd like to do while you're in the UK this time? Please let us know if you have any other questions about your visit.

I think that's all for now. [3]_____.

[4]_____,

Owen

[5]_____ I'm attaching a photo of the family – Ava's much taller than last year!

f Now write your email. Use your notes in **e**. Try to use the phrases in **c** and other informal language in the information box.

g Read your email again and check your spelling, grammar, and punctuation.

p.27

www.frenglish.ru

4 An opinion essay

a Look at the title and read the essay. What is the writer's overall opinion?

b Match paragraphs 1–4 of the essay to the sections in the list.

___ Good things about going to a shopping centre
___ Introduction: a general comment about the topic
___ Good things about shopping locally
___ Your opinion: which is better and why

c Read the essay again and make notes in the chart on the writer's opinions.

small local shops	a shopping centre
walk or cycle	different chain stores

d Look at the highlighted phrases. Which phrase introduces the opposite point of view?

Expressing opinions

In an opinion essay, we use a variety of expressions to avoid repeating *I think*, e.g.

In my opinion,..., Personally, I think... / I prefer..., For me,..., I feel (that)...

We often also introduce the opposite point of view, with *On the other hand,...* or *However,...*

e Write the sentences as opinions using the word in brackets. Make sure you use commas (,) correctly.

1 Small local shops are more expensive. (opinion)
_____.
2 Large shopping centres are better. (personally)
_____.
3 Small shops help the local community. (feel)
_____.
4 Shopping online is very convenient. (me)
_____.

f Read the introduction to another opinion essay and make notes in the chart about your ideas.

Which is better, shopping online or in a physical store?

These days, many people prefer shopping online and don't often visit a physical store. The question is, which is better?

online	a physical store

Which is better, shopping at small local shops or at a large shopping centre?

1 These days, many people go shopping at large shopping centres and don't use their local shops. The question is, which is better?

2 In my opinion, shopping at local shops is very enjoyable. You can walk or cycle there, so you don't need to use your car. I think that shop assistants are more friendly, too. They know the customers and want them to come again, so they are usually very helpful. In addition, local shops often sell interesting and unusual things, including local products.

3 On the other hand, it's true that large shopping centres are convenient. You can visit lots of different chain stores and do all your shopping in one place. There is a lot of choice for customers and prices can be much cheaper, too. Also, the shops are indoors, so you can enjoy shopping when it's raining.

4 Personally, I prefer shopping at small local shops. I can usually buy the things I need and I can easily order other things online. For me, large shopping centres are too busy and noisy.

g Plan paragraphs 2, 3, and 4 of your essay. Look at the sections in **b**, and your ideas in **f**.

h Now write your opinion essay. Use expressions from the information box to express your opinion and introduce the opposite point of view.

i Read your essay again and check your spelling, grammar, and punctuation.

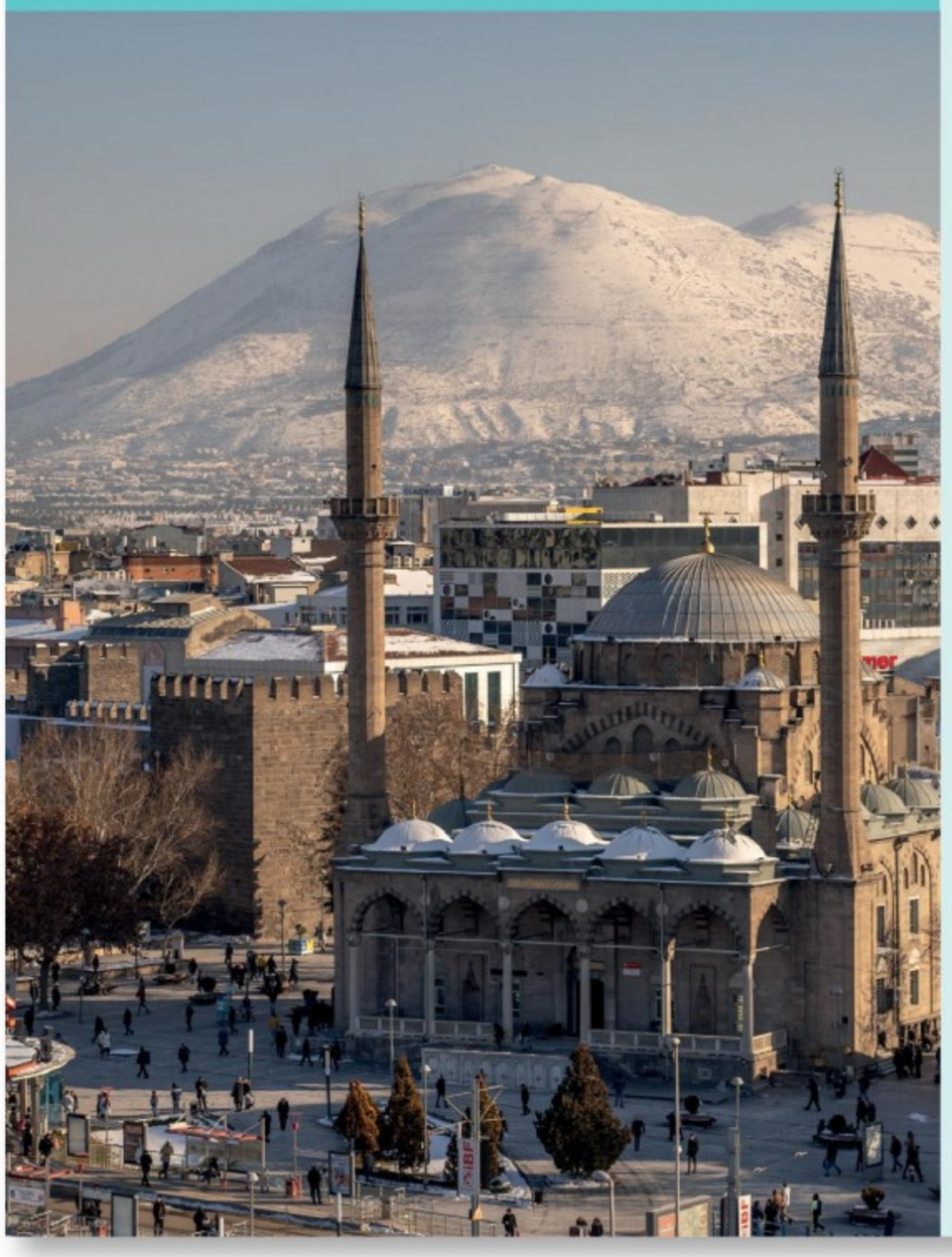
p.35

www.frenglish.ru

5 Describing your town or city

a Read Aisha's description. What does she particularly like about her city?

The place where I live



1 I live in Kayseri, an important city in Central Anatolia in Türkiye. It has a population of over one million people. It's near the famous Cappadocia area, so there are a lot of tourists in the summer.

2 Kayseri is one of the richest cities in Türkiye because it has a lot of industry. It has four universities. The oldest is Erciyes University. There are also many historic buildings, for example, Kayseri Castle, Hunat Hatun Mosque, and the Grand Bazaar around Cumhuriyet Square, with its famous statue of Atatürk. Kayseri also has a lot of modern buildings, such as the Kayseri ice rink and the West City bus terminal.

3 The weather in Kayseri is typical of the Central Anatolia Region. Winters are cold and snowy – great for skiing – and summers are hot and dry. It sometimes rains in the spring and autumn.

4 Kayseri is famous for its mountains. Mount Erciyes is the symbol of the city and it is a favourite spot for skiers. On Mount Ali there are national and international paragliding competitions. It's also famous for its food and has many local specialities like pastirma (dried beef with spices), and manti (a kind of Turkish ravioli). They're delicious!

5 What I like best about Kayseri is that we are so close to nature. When I'm tired of city life, I can easily get out and enjoy the mountains, rivers, waterfalls, and thermal spas which are only a short distance away.

b Read the description again. Match questions A–E to paragraphs 1–5.

___ A What's your town or city famous for?
___ B What's the weather like?
___ C What's your town or city like? What is there to see there?
___ D What's the best thing about your town or city? Do you like living there?
___ E Where do you live? Where is it? How big is it?

Giving examples

We use *for example*, *such as*, and *like* to give examples.

...historic buildings, ***for example,*** *Kayseri Castle, Hunat Hatun Mosque, and the Grand Bazaar.*

...modern buildings, ***such as*** *the Kayseri ice rink and the West City bus terminal.*

...local specialities, ***like*** *pastirma (dried beef with spices).*

c Read the information box. Then complete the sentences with your own ideas.

1 There are all kinds of restaurants in the city centre, for example, _____, _____, and _____.
2 There's a large lake where you can do water sports, such as _____, _____, and _____.
3 The forest is full of animals, like _____, _____, and _____.

d What adjectives does Aisha use to describe these things?

1 the city _____ _____
2 the buildings _____ _____
3 the winters _____ _____
4 the summers _____ _____
5 the food _____ _____

e Plan a description of your town or city. Plan five paragraphs. Make notes to answer the questions in **b** in the correct order.

f Now write your description. Use your notes in **e** and give examples where you can. Try to use some of the highlighted phrases, and a variety of adjectives.

g Read your description again and check your spelling, grammar, and punctuation.

p.43

www.frenglish.ru

6 Social media messages

a Read the messages from Amol and Maya to their friends. Which event would you prefer to go to? Why?

~ Amol

Hi everyone, it's PARTY TIME! It's my birthday soon – I'd like to do something different this year. We're all going rock-climbing! The big day is 28 May. Meet at the activity centre at 9.30. Then it's a barbecue by the river in the afternoon – don't forget your swimming things! Hope you can come!

18:25

~ Maya

Hi guys! Exams are FINISHED and we're celebrating! We're planning to go to the theme park on 3 July. Meet at my house at 10.00 a.m. – we'll drive there together. Then it's lunch in the picnic area at the park. Bring some food to share. Don't worry about drinks – there are loads of cafés there. You'll love it! Can't wait to see you. x

16:54

b Read the messages again and complete the chart.

	Amol	Maya
What's the reason for the event?		
How are they celebrating?		
What date is the event?		
Where are they meeting?		
Where are they going to eat?		
What do they need to bring?		

Colloquial language

We use colloquial language in conversation, but not usually in writing. However, we can use colloquial language when we write informal messages to friends.

We use short sentences and a dash (–) to link ideas.

We use exclamation marks (!) and CAPITAL letters.

We use colloquial words and phrases, e.g. *the big day* = the day of the celebration.

We use imperatives or present tenses instead of longer verb forms, e.g.

Meet at... = We're going to meet at...

It's a barbecue... = We're going to have a barbecue.

We often leave out pronouns, e.g.

Hope you can come! = I hope you can come.

c Rewrite 1–6 using the highlighted expressions in Maya's message.

1 **I can't wait** to go on holiday.
2 **We're going to meet** at the station.
3 **We've finished the course**. Hurray!
4 **Hello friends**!
5 There are **lots of** things to see.
6 **Then we're going to have lunch** at Pomodora.

d Plan a message to your friends. Choose an event from the list or use your own idea. Make notes to answer the questions in **b**.

a cookery class a day's hiking a karaoke evening
a meal out a trip to the beach

e Now write your message. Use your notes in **d** and the colloquial language in the information box.

f Read your message again and check your spelling, grammar, and punctuation.

p.51

www.frenglish.ru

7 An article giving tips

a Read the article. Which tip 1–4 is about:

___ activities ___ bedrooms ___ housework ___ money

Topic sentences

A paragraph is about one topic and we introduce the topic in the first sentence. When we give advice, we can use the topic sentence to describe the problem and then give tips for how to deal with it using positive or negative imperatives, e.g. in paragraph 1:

Topic sentence *People have different ideas about how much money they want to spend on holiday.*

Tips ***Discuss*** *what you expect to pay...,* ***Make*** *a plan that everyone agrees with.*

b Read the information box. Then read the article again and write the tips for each problem in the chart.

	The problem	Tips
Paragraph 2	some rooms are better than others	
Paragraph 3	not everybody wants to do the same thing	
Paragraph 4	there are boring jobs to do	

c Complete some tips for how to survive your first day at work. Use the imperatives in the list.

ask not be keep offer plan say wait

1 _____ to arrive ten minutes early, but not more than 20 minutes.
2 _____ hello to your new colleagues and smile.
3 _____ to make coffee or bring water for your colleagues.
4 If you don't understand what to do, _____ someone for help.
5 _____ the first person to ask about lunch. _____ to see what everybody else does.
6 In a meeting, _____ quiet and take notes.

d Plan a *How to survive...* article about one of the topics below. Plan four paragraphs. Think of four problems and write topic sentences. Look at the highlighted sentences to help you. Then think of some tips to deal with each problem.

How to survive a holiday with your family
How to survive a job interview
How to survive a party where you don't know anyone

e Now write your article. Use your notes in **d** and use imperatives for the tips.

f Read your article again and check your spelling, grammar, and punctuation.

p.57

How to survive...

a holiday with friends

Holidays with friends can be a lot of fun, but they can also be quite stressful. These tips will help everyone have a good time.

1 People have different ideas about how much money they want to spend on holiday. Don't wait until you arrive and have an argument. Discuss what you expect to pay for accommodation, food, and activities before you go. Make a plan that everyone agrees with.

2 In any hotel or Airbnb, some rooms are better than others. Don't argue about who sleeps where. If there's a big difference, agree that the person with the best room will pay a bit extra. Or swap rooms after a few days so that everyone can enjoy the best ones.

3 It's easy to get annoyed if not everybody wants to do the same thing. But don't force people to visit a museum with you. Accept that some people like sightseeing, but others prefer to sunbathe and read.

4 If you're staying in a rented house, there are boring jobs to do like cooking and cleaning. Agree a rota where each day different people do the jobs, so that you share the work and nobody feels that they are doing it all.

www.frenglish.ru

8 A short story

a **Read Lola's short story and choose the best title.**

a A big surprise b A lucky escape c A kind stranger

_____, by Lola Campos

'The coach will be here soon,' I said to my three-year-old son.

It was 2.00 p.m. and we were at Victoria Coach Station in London, waiting for a coach to Stansted Airport. We were flying home to Madrid.

The coach arrived very late and it was already quite full. Some people got on the coach.

Then the driver said, 'There's only one seat left.'

'But I've booked two seats on this coach for my son and me,' I said, angrily. 'Our flight is at 6.15.'

He just looked at me and said, 'There's room for one more passenger.'

Someone got on the coach and it drove away. I felt like crying.

A man behind us said, 'You're going to miss your flight. Do you want to get a taxi with me?'

'That's a great idea!' I said, quickly.

So, the three of us took a taxi to the airport.

'How much is it?' I asked when we arrived. It was now 5.00 p.m.

'I'll pay. Go and get your flight,' the man said.

My son and I got out of the taxi and ran through the airport. When we got to the gate, our flight was still boarding. Thanks to the kind man at the coach station, we got home that night.

b **Read the story again and answer the questions.**

1 Who was Lola with?
2 Where were they at the beginning of the story?
3 What were they doing?
4 What happened unexpectedly?
5 What happened next?
6 How did the story end?

Punctuating dialogue

When we write dialogue in a story, we usually use a new line for each speaker. We put the spoken words inside speech marks and we use a capital letter for the first spoken word.

'Don't stop!' she said.

- Put the final punctuation (*? !*) inside the speech marks. For a sentence, use a comma, not a full stop.
- Put a full stop at the end of the whole sentence,
  e.g. 'The *coach will be here soon,' I said to my three-year-old son.*

She said, 'Don't stop!'

- Put a comma before the first speech mark.
- Put the final punctuation inside the speech marks,
  e.g. *But then the driver said, 'There's only one seat left.'*

The rules are the same for other reporting verbs, e.g. *asked*, *called*, etc.

c **Read the information box and look at the highlighted examples in the story. Find six more examples of dialogue in the story. Do the examples use *said* or *asked*? Are they before or after the dialogue?**

d **Rewrite the dialogue with the correct punctuation.**

1 I can't find my phone she said
_____.
2 he said look at that strange light in the sky
_____.
3 where have you been he asked
_____.
4 I said we're nearly there
_____.
5 you're wrong they said
_____.

e **Plan a short story about something interesting that happened to you. Use a title in a or your own idea. Make notes to answer the questions in b. What dialogue can you include in the story?**

f **Now write your story. Use your notes in e and make sure you have written the dialogue correctly.**

g **Read your story again and check your spelling, grammar, and punctuation.**

p.69

www.frenglish.ru

9 A biography

a Read the biography of actor Michelle Yeoh. Number the events in her life 1–8 in the correct order.

___ She first appeared on TV.
___ She achieved international fame.
___ She won her first Oscar.
1 She was born in Malaysia.
___ She became very famous in Asia.
___ She failed to become a dancer.
___ She gave up acting.
___ She got an important part in a martial arts film.

1 **Michelle Yeoh Choo Kheng** is a Malaysian actor. She was born in 1962 in Ipoh, Malaysia. When she was a child, she went to dance classes and when she was 15, she began to train as a ballet dancer at the Royal Academy of Dance in London, UK. She had to stop when she hurt her back, so she decided to study creative arts instead. She then went back to Malaysia, where she won a beauty competition. Then an Asian film company invited her to be in a TV advert with martial arts actor Jackie Chan. After that she concentrated on acting.

2 Michelle's first roles were in Asian martial arts films. In her third film, *Yes, Madam!* (1985), she played the main role. Then in 1987, she married her producer, Dickson Poon and she retired from acting. Five years later, she got divorced and started making films again. After she appeared in *Police Story 3: Super Cop* (1992) with Jackie Chan, she became a star in Asia.

3 In 1997, Michelle played agent Wai Lin in the James Bond film *Tomorrow Never Dies* and she became famous all over the world. Since then, she has appeared in many films such as the martial arts adventure *Crouching Tiger, Hidden Dragon* (2000). She has received many awards, including an Oscar for Best Actress for her performance in *Everything Everywhere All at Once* (2022). Apart from acting, Michelle has worked for several wildlife organizations like Save China's Tigers. Currently, she lives with her second husband, Jean Todt, in Geneva, Switzerland.

Using tenses: past simple, present perfect, present simple

When we write a biography of a person who is dead, all the verbs are in the past simple.

If the person is alive, we use a variety of tenses.

We use the **past simple** for actions that finished in the past, e.g.

*When she was a child, she **went** to dance classes.*

We use the **present perfect** for unfinished actions which started in the past and are still true now, e.g.

*Since then, she **has appeared** in many films.*

We use the **present simple** (or **present continuous**) to talk about the situation today, e.g.

*She **lives** with her second husband in Geneva.*

b Read the information box. Find at least one more example of each tense in the biography.

c Complete the paragraph about Michelle Yeoh's co-star, Ke Huy Quan, with the **past simple**, **present perfect**, or **present simple** of the verbs in brackets.

Ke Huy Quan [1]_____ (be born) in Vietnam, but his family [2]_____ (move) to the USA when he was eight. At the age of 12, he [3]_____ (star) as 'Short Round' in *Indiana Jones and the Temple of Doom* (1984), but he [4]_____ (give up) acting as an adult to design fight scenes for films. Twenty-five years later, he [5]_____ (return) to acting to play Waymond Wang in *Everything Everywhere All at Once*, and he [6]_____ (win) an Oscar for his performance. Since then, his life [7]_____ (change) and he [8]_____ (receive) many offers to appear in films and TV series. He [9]_____ (live) in Los Angeles with his wife Echo Quan, who is a translator.

d Plan a biography of an experienced actor you like who is alive. Plan three paragraphs. Look at the events in **a** and make notes about your actor in the correct order in the chart.

Early life	
Mid-life	
Later life and now	

e Now write the biography of your actor. Use your notes in **d** and make sure you use the right tenses. Try to use some of the highlighted phrases.

f Read your biography again and check your spelling, grammar, and punctuation.

p.77

www.frenglish.ru

10 An article

a Read Rachel's article. Tick (✓) the reason why she enjoys the Parkrun.

- ☐ She loves being outside.
- ☐ She enjoys doing exercise with other people.
- ☐ She likes getting up early.

b Read the article again. Match paragraphs 1–4 to the correct summary A–D.

___ A She recommends the activity and gives reasons.

___ B She describes her personal experience and how she has improved.

___ C She explains what the activity is and what usually happens.

___ D She explains why she enjoys it.

Organizing notes into paragraphs

Before we start writing an article, we make a list of notes on the topic. We organize similar information into three or four groups. We use these groups to write the paragraphs.

c Read the information box. Then look at the article again and complete the paragraph notes a–h that Rachel made with 1–8.

1 get text message with your time
2 get up and go out
3 now more than 100 runs
4 went with a friend
5 meet in local park
6 start your own Parkrun
7 first run in Princes Park
8 more fun with other people

d Plan an article about an activity that you enjoy in your free time. Use the title 'Why I love _____'. Make notes on the activity, then look at the summaries in **b** and organize your notes into four paragraphs.

e Now write your article. Use your notes in **d** and the advice in the information box. Try to use some of the highlighted phrases to explain how / when you started and what you do now.

f Read your article again and check your spelling, grammar, and punctuation.

p.81

Why I love Parkrun

Rachel Farrah

1 Parkrun is a five-kilometre run that takes place in parks all over the world. Every Saturday morning, in the UK and in lots of other countries, people meet in their local park and go for a run together. After the run, you get a text message which tells you your time, so you can see if you're getting faster and fitter.

2 I started doing Parkrun three years ago. I was stressed and unhealthy and a friend invited me to go on the local run with him, in Princes Park here in Liverpool. At first, I really didn't want to go, but after a few weeks, I felt much better. Now I do it every Saturday and I've done more than 100 runs since I started.

3 I love Parkrun because of the people who do it – the atmosphere is really friendly. It's much more fun to run with other people and I know that my running friends will be in the park at the same time every weekend. That makes me get up and get out of the house.

4 It doesn't matter if you're old or young, fast or slow – if you want a healthy start to the weekend, you should try it. And if there isn't a Parkrun in your town or city, maybe you should start one!

Parkrun = 5K run
Saturday mornings all over the world
a _____
b _____

started three years ago
c _____
d _____
e _____

friendly atmosphere
f _____
g _____

healthy start to weekend
h _____

www.frenglish.ru

11 A formal email

a Read the advertisement and the email. What does Dario ask about? Tick (✓) three options in the list.

accommodation ☐ class sizes ☐ combining courses ☐
course dates and prices ☐ cultural activities ☐
meals ☐ teachers ☐ transport to the school ☐

Learn English in Dublin

Courses: **General English from Beginner to Advanced; Business English; exam preparation**

Schedule: courses from two to four weeks; classes from three to six hours a day

Accommodation: with a local family; in student accommodation

enquiries@dublinenglishfirst.com

Subject: Information about courses x Inbox

From: Dario Allesi <dallesi16@inmail.it>
To: Dublin English First
[enquiries@dublinenglishfirst.com]

Dear Sir or Madam,

I am writing to ask for information about your language courses. I am 35 years old, and I work in the library at the University of Bologna in Italy. I am currently attending an A2–B1 evening class. I can read English quite well, but I need to improve my speaking and listening skills.

I would like to do an English course for three weeks next summer. Is it possible to do three hours of General English and two hours of Business English every day? Please could you send me the dates and prices of a course like this? I would also like to ask about accommodation. If possible, I would like to stay with a family. However, my wife is planning to visit me for a week when I am at the school and she is hoping to stay with me. Please could you confirm that this is possible?

I look forward to hearing from you.

Yours faithfully,

Dario Allesi

b Read the email again. Answer the questions.

1 How old is Dario and what does he do?
2 What level is his English at the moment?
3 What is he good at? What isn't he good at?
4 How long does he want to study in Dublin for?
5 How many hours a day would he like to study?
6 Where does he want to stay?

Formal language

When we don't know the person we're writing to, we use formal language. We use:

full forms, e.g.

I would like to stay with a family. **NOT** ~~I'd like...~~

formal requests, e.g.

Is it possible to...

Please could you...

formal beginnings and endings, e.g.

Dear Sir or Madam,

Yours faithfully,

(your first name + surname)

c Read the information box and look at the highlighted phrases. Then write a formal phrase from the email for each informal phrase in the chart.

Informal	Formal
Will this be OK?	1
Best wishes	2
Write soon,	3
Can you send me (the dates and prices)?	4
Hi there!	5
I want to (do an English course next summer).	6
I need to know about (your language courses).	7

d Plan an email to the school in the advertisement. Plan two paragraphs. Look at the questions in **b**. Make notes with information about yourself. Decide what kind of course you want to do and think about two things you want to ask about. Use the topics in **a** or your own ideas.

e Now write your email. Use your notes in **d** and use formal language from the information box.

f Read your email again and check your spelling, grammar, and punctuation.

p.89

www.frenglish.ru

12 A review

a Read the review. Would you like to read this story? Why (not)?

b Read the review again and answer the questions.

1 Who wrote the story? What is it about?
2 Where does the story take place? What happens in the story?
3 What does the writer like most about the story?
4 What's the writer's opinion of the story? Why?

Using adjectives and adverbs to make your writing more interesting

When we write a review, we can make it more interesting by using a variety of adjectives, e.g.
Klausner has built a ***strange*** machine.
We can also use adverbs to add interest:
He tests the new machine ***excitedly***...

c Read the information box. Then in the review, find the adjectives the writer uses to describe these things. Underline two more phrases with adverbs.

1 _____ results
2 _____ noises
3 _____ flowers
4 _____ message
5 _____ story
6 _____ planet

d Rewrite the sentences with the adjective or adverb in brackets in the correct position.

1 It's about an event that happened in the past. (important / importantly)
_____.
2 He answered the questions. (polite / politely)
_____.
3 The writer describes the situation. (good / well)
_____.
4 I love the plot. (interesting / interestingly)
_____.
5 She ran back to the house. (quick / quickly)
_____.
6 What I liked most was the ending. (surprising / surprisingly)
_____.

e Plan a review of the short story *Blowing in the Wind* on p.99, or another short story you have read. Make notes to answer the questions in **b**.

f Now write your review in four paragraphs. Use your notes in **e** and a variety of adjectives and adverbs. Try to use some of the highlighted phrases.

g Read your email again and check your spelling, grammar, and punctuation.

p.99

The Sound Machine

The Sound Machine is a short story by Roald Dahl. It's about a man called Klausner who studies sound in his free time.

The story takes place in Klausner's garden and in the park opposite his house. Klausner has built a strange machine. This machine helps him to hear sounds that people can't usually hear. He tests the new machine excitedly, but he has some scary results. While his neighbour is working happily in her garden, he hears some horrible noises. The sounds are coming from the beautiful flowers she is cutting.

The thing I like most about the story is its clever message. Klausner tells people that plants can feel pain, but nobody listens to him. In the same way, scientists tell us that we should look after the environment, but few people pay attention.

The Sound Machine is an incredible story because it really makes us think. We know too little about our amazing planet, so we need to treat it carefully.

www.frenglish.ru

Listening

1.7

1 **A** Good afternoon. How can I help you?
B I have a reservation for five nights.
A What's your name?
B Wayne Roberts.
A How do you spell your first name?
B W-A-Y-N-E.
A Just a moment.

2 **A** So, the sofa is £899.99 in total. What's the address for delivery? Is it a London address?
B Yes, it's in south London.
A What's the postcode?
B It's SE21 8GP.
A And the address is...?
B 14 Dangerford Road, flat 2. That's in Forest Hill, London.

3 **A** Welcome to our mobile phone helpline. Please say the number of the mobile phone you have a problem with.
B 07700 900782.

4 **A** Now, every Friday, I'm going to give you some writing to do for homework at the weekend. You can either give it to me in class on the Monday, or you can send it to me by email. I'm going to give you my email address and I'd like you to write it down. OK? It's jvine64.zyx@oup.com.
B Can you repeat that, please?
A Yes, jvine, that's jvine64.zyx@oup.com. Now I'm going to write it on the board for you. Did you get it right? Well done. Remember, this symbol is called *at* in English, and this one is *dot*.

5 **A** Good evening.
B Hi. We have a table booked for 7.30.
A Yes, madam. What name, please?
B Ann Rathbone. R-A-T-H-B-O-N-E.
A Ah, yes, here we are. Can you come this way, please?

6 **A** OK, Susannah, that's great. Here's your student card. Your classes start on Monday at 9 a.m. Now, the classes are not here in the main school, but in a different building.
B Oh?
A But it's very near, just five minutes' walk from here, in Russell Street.
B Sorry, what's the address?
A It's 16 Russell Street. That's R-U-double S-E-double L. Let me show you on your phone.
B Thank you.

1.8

A Do you have any brothers or sisters?
B I have one sister.
A I have one brother, Adam.
B Oh cool, tell me about him. Is he like you?
A No, he's very different. He's quite a bit older than me, he's 31.
B What does he look like?
A So, he's quite tall. He's not overweight, but I'd say he's well-built – he goes to the gym a lot. He had dark curly hair when he was younger, but now he doesn't really have any hair, he's bald. I think he's good-looking – he has big dark eyes, and he's very warm and friendly, he always has a smile on his face. What about your sister? What's her name?
B She's called Melanie, but we all call her Mel.
A Does she look like you?
B A bit. She's not very tall, I suppose about 1.70, and she's normal weight, not thin but slim. She has very long hair, blonde, and she has green eyes.
A What's she like? I mean, as a person?
B She's quite quiet and serious, but when you get to know her she's actually very funny.
A Do you think she and Adam would get on?
B Perhaps? Let's all have dinner together one day, you, me, and Adam and Mel.
A Good idea.

1.14

Jemma I arrive on time. I'm hoping to have an interesting fun time with someone new. I see Pietro. My first impressions are good. He's well-dressed and polite. We talk about all kinds of things: our travels, food, animals, places we've lived in, TV shows. He's really interesting and funny and I really enjoy talking to him. The only problem is, we are talking so much that I don't notice that my shirt is on fire – from the candle on the table! The waiters run to the table to put it out! I'm not sure what he thinks of me – probably that I'm very talkative! We don't have time to go anywhere after dinner, because I need to catch a train home, but I feel that we need more time together. We don't kiss goodbye, but when I'm waiting for my train, he runs up and gives me a cake from the restaurant to eat on the train! Perhaps we can meet again and continue our conversation.

Pietro I arrive hoping to meet someone interesting. My first impressions are that she's friendly and talkative, perhaps a bit nervous. But it's very easy to chat. We talk about climate change, travel, TV shows, future plans. She has good manners, and she politely asks the waiter if we can move to a quieter table. I think she loves life, and is very adventurous, and has had a lot of experiences. I'm not sure what she thinks of me, maybe that I'm a bit young, but I hope she thinks I'm interesting. I'm sad that we can't go somewhere for a drink after dinner, but she needs to get her train home. It's an unforgettable evening. In fact, truly unforgettable, because during the dinner her shirt catches fire! I'd really like to meet again.

1.15

Jemma ...We don't kiss goodbye, but when I'm waiting for my train, he runs up and gives me a cake from the restaurant to eat on the train! Perhaps we can meet again and continue our conversation. I give the date 8 out of 10.

Pietro ...It's an unforgettable evening. In fact, truly unforgettable, because during the dinner her shirt catches fire! I'd really like to meet again. I give the date 9 out of 10.

1.20

Johannes Vermeer was a 17th-century painter from the city of Delft in Holland. He mainly painted the people and things he saw around him: the rooms in his house, the people who lived or worked there (usually women), and the things they did every day. For example, in his work you will see women who are playing music, reading or writing letters, or working in the kitchen. Vermeer was especially good at painting light coming into a room through windows. Partly for this reason, people often describe his work as being like photography or film – his paintings can seem very 'real'.

This painting, *The Milkmaid*, is one of these very 'photographic' images. The woman, a maid or a servant, is pouring milk into a bowl. Perhaps she's making a bread and milk pudding, because there are pieces of broken bread on the table. Nobody knows if the woman he painted was a real servant or a model. However, most people think Vermeer usually painted his wife, his daughter, and his servant, not models. A famous book and film, called *Girl with a Pearl Earring*, inspired by one of his best-known paintings, is an imaginary story about Vermeer and his relationship with his young servant.

People admired Vermeer's paintings a lot in his lifetime, but he was never rich. There are two reasons for this. First, because he painted very slowly. Today there are only 34 paintings which we can be sure are by him. Second, because he used very expensive paints. The blue paint he used for the milkmaid's apron was made of lapis lazuli, which was a very expensive stone.

People loved this painting from the very beginning, and although it is very small, only 46 by 41 centimetres, 20 years after Vermeer died, somebody bought the painting for 175 Dutch guilders. That was an enormous amount of money for the time.

2.2

This happened two years ago. I'm Spanish, but I was in Ireland at the time because I had a job in Dublin. Some friends of mine who lived in Lyon, in France, invited me to come and stay, so I decided to have a short holiday,

www.frenglish.ru

a long weekend, from Friday to Tuesday. I looked for cheap flights, but I couldn't find any direct ones. The only thing I could find was Ryanair from Dublin to Brussels, and then Air France from Brussels to Lyon.
Anyway, the flight to Brussels was fine, and when I arrived, I went to the gate for my next flight to Lyon, but, then when I needed to show my boarding pass and my ID, I couldn't find my ID card. I looked everywhere – in my bag, in my case – but it wasn't there. The people at the gate were very nice and they made some phone calls, but nobody could find it. So they told me to wait in a small room and I sat there for more than an hour, and my flight to Lyon left without me.
It was awful – I cried – I was so stressed and unhappy. In the end, a policeman came and he said that I couldn't go to France because I didn't have any ID – the only place I could go was to Spain to get a new ID card! I waited another five or six hours for the flight to Madrid, feeling very depressed.
So I never had my holiday! I spent the weekend in Madrid getting my new ID card!

2.12

1 **Anya** This is me and my mum in York. It was my first term at university, and she came to visit me, and I took her on a tour round the city.
Friend Is that, er, the cathedral there?
Anya Yes – well it's called York Minster, but it's really a cathedral.

2 **Anya** And this one's on the beach in Cornwall with my boyfriend, Ollie. I was staying with him in the Easter holidays, and he took me to the beach and we went for a walk.
Friend It looks windy!
Anya Yes, it was really windy and cold. I think we were the only people on the beach!

3 **Friend** Nice photo! I like the moustache.
Anya Yeah, that's me and my friend Maisie. We were doing a music course – I do it twice a year, and this was at the party at the end of the course.
Friend Why the moustaches and the picture frame?
Anya There was this corner that the teachers made where people could take funny photos with the big frame, and hats and moustaches and things.

4 **Anya** OK, this one is me and two of my best friends – we were at school together. One of them, Libby, the one on my right, has a house by the river, and we went there in September before we all went to university.

5 **Friend** That's a nice photo. In Rome, I guess?
Anya Yes, I was there for a holiday with my mum the summer before I went to university. She took this when we were visiting the Colosseum – as you can see.

6 **Friend** That's your mum again, isn't it?
Anya Yes, that's her and her partner, and my sister Roz, on the river in Oxford. My mum's birthday is in July and every year we go punting and then we go for dinner. We were all drinking champagne, and Roz was doing the hard work!
Friend Are any of the photos selfies?
Anya Yes, the one of me and my mum and the one on the beach.

3.7

Sarah Hello?
Jake Sarah?
Sarah Hi, Jake.
Jake Hi. Great to hear your voice! How are things?
Sarah Oh fine, fine. When did you arrive in the UK?
Jake Last night.
Sarah And how was the journey?
Jake Not great. The flight was delayed for three hours.
Sarah Oh poor thing. Could you do some work while you were waiting?
Jake No, I couldn't because there was this American guy called Alex who was sitting next to me at the airport, and he kept talking to me.
Sarah Oh dear. Never mind, you're here now.
Jake So, when can we meet?
Sarah I'm afraid I'm really busy this week. The only possible day for me is Tuesday. I'm going to London from Wednesday to Friday...
Jake Tuesday. Let me look at my calendar.
Sarah Wow, Jake, you put things in your calendar! You're much more organized than when we were going out.
Jake Well, I'm better than I was. Although I nearly lost my phone at the airport yesterday! OK, Tuesday. I'm not free in the evening. I'm having dinner with Mark Taylor, my old professor. Do you remember him? It's at 7.30. I can't change that. How about lunch?
Sarah It depends on the time. A late lunch would be OK, around 1.45?
Jake The problem is I'm giving my talk at 2.00. And I'm having a breakfast meeting at 8.15 with some colleagues.
Sarah Well, morning coffee? Or tea in the afternoon, then? What are you doing then?
Jake Let's see...I'm going to a talk about climate change at 4.00. So I think maybe morning coffee is best. And then we can try to arrange another time.
Sarah OK. There's a nice new coffee bar in the High Street called Espresso. Meet there at 11.00?
Jake Perfect. I'm really looking forward to it.
Sarah Me too. Bye.

3.11

Presenter OK. It begins with *B*. It's an adjective for a man who has no hair on his head!
Victoria *(ping)*
Presenter Right. It begins with *C*. It's an adjective. It describes a place where there are a lot of people, for example, a restaurant or a beach in the summer.
Victoria *(ping)*
Presenter Right. It begins with *G*. They're things which people wear on their hands.
Victoria *(ping)*
Presenter Right. It begins with *K*. It's the room where people cook.
Victoria *(ping)*
Presenter Right. It begins with *L*. It's an adjective for someone who doesn't like studying or working, for example. It's the opposite of *hard-working*.
Victoria *(ping)*
Presenter Right. It begins with *T*. It's a thing which you use in an airport to help you with your cases, or in a supermarket to put your shopping in...
Presenter Just three seconds left...
Victoria *(ping)*

4.8

The lazy person's guide to a clean and tidy home

I'm lazy, but I like living in a clean, tidy home. Maybe you're the same. It doesn't matter if you live by yourself, with a partner, or with a group of friends. You're always going to have to do some housework. Learn a few cleaning tricks and you can have a clean home – and still have plenty of time to relax and do nothing.

Tip 1. Clean quickly, but often.

Clean for just ten minutes twice a day. This gives you time to, for example, load the dishwasher and do one other thing, like vacuuming. Set an alarm on your phone to motivate yourself.

Tip 2. Keep cleaning products in the right place.

Put cleaning products near the place where you need them. Keep bathroom cleaners in the bathroom, keep bin bags by the bin, and keep dishwasher tablets on top of the dishwasher. Sometimes you don't clean if you can't immediately see what you need, and you don't want to look for it.

Tip 3. Clean the microwave regularly.

You probably use this every day and it gets dirty quickly, believe me. But cleaning it is super easy. All you need to do is pour a little water into a microwave-safe bowl, slice a lemon in half and squeeze the juice into the water. Then, put the two halves of the lemon in the bowl and microwave on high for three minutes. Leave the door closed for another five minutes, and then clean the inside with a cloth.

Tip 4. Use your dishwasher to clean other things.

If you have a dishwasher it's probably already your best friend. But did you know that it can clean much more than just kitchen things? You can use it to clean all kinds of things made of plastic like toys, or even flip-flops, or other plastic shoes, and also for things made of metal like tools, or keys.

Tip 5. Tell people to take off their shoes when they come in.

If you hate vacuuming, but you also hate the floor because you don't do the vacuuming, there's an easy solution – tell your housemates and guests to take off their shoes at the front door. And if they forget or refuse, give them the vacuum cleaner.

Tip 6. Use your socks to clean the floor.

www.frenglish.ru

If you have a hard floor, like wood or stone, for example, make your socks work for you. Take your shoes off, and slide across a different part of your floor each time you move across it. It'll soon be completely clean. Then, just throw your socks in the washing machine.

And finally tip 7. Listen to music while you clean.

Sometimes you really need to do some housework that you hate, like ironing or cleaning the bathroom. Put on your favourite playlist and focus on the music, not the boring housework.

And one last word. Many people say that lazy people are often the best employees, because they find the most efficient way to complete a task. That's the way you need to think when you're cleaning. Good luck!

4.14

Interviewer Have you bought anything from a chain store recently?

Grace Yes, I have. I went to H&M three weeks ago.

Interviewer And what did you buy?

Grace I bought a skirt. It's a long, black skirt.

Interviewer Are you happy with it?

Grace Yes, yes, and, er...it was very cheap because it was in the sale. And it suits me.

Interviewer Have you been shopping for clothes recently?

Emilia Yes, I went shopping at the weekend with my friends.

Interviewer Where did you go?

Emilia We went to the city centre, to Princes Street, that's where we always go.

Interviewer Did you buy anything?

Emilia I tried on a few things in Zara, but in the end there wasn't anything I liked. The only thing I bought was a new case for my phone in the Apple store. I really like it.

Interviewer Have you ever bought anything from Uniqlo?

Leo Sure, I often buy stuff on their website.

Interviewer What was the last thing you bought from them?

Leo I got some T-shirts a few weeks ago. I always get them there.

Interviewer How many did you get?

Leo Three...or was it four? No, it was three.

Interviewer And are you happy with them?

Leo Yes. I like their T-shirts and they were good value – about £15.00 each.

5.8

I'm 26, so that means I'm Gen Z, that is, the generation who were born between the 1990s and the 2010s. I haven't read a book from the beginning to the end for years. I get three quarters of the way through, and then I look at the last page. I don't want to wait to find out how the story ends – I want to know now. It's not just books. I fast-forward to the middle of a song to hear the chorus – I don't wait to hear the verses. Or I click to the middle of a film and watch a few minutes to see if I really want to spend two hours of my life watching it.

I think it's a Generation Z thing. My friends are just as bad as me. We send voice notes to each other because it's quicker than texting, but we don't actually listen to the whole recording. It's easy to understand why – it's because of social media. First it was photos that disappeared after three seconds on Snapchat, then it was Instagram stories with a 15-second time limit. Then, during the pandemic, it was TikTok – the videos are only a few seconds long and the songs they feature are often played at double speed.

My mum is always telling me to slow down, and yes, it's true that my friends and I live life at a faster pace compared to our parents. But it's nothing compared to the younger generation – their attention span is even shorter. Today's teenagers really do live life at double speed. They just watch and listen to pretty much everything on fast-forward.

5.13

How to make London more friendly

London is the least friendly city in the UK, or that's what a recent survey says. I've lived in London all my life, and I love my city, but it's true that in a big city people aren't always as friendly as they could be. So what can we do to get a better reputation? Here are my six tips.

The first tip is for commuters on the London Underground, and it is: be understanding of other people. Not everybody uses the Tube every day to go to work, so not everybody knows the rules, for example, on an escalator, stand on the right, but walk up or down on the left. Some people are on the Tube because they're tourists who want to go to Buckingham Palace. So be understanding! Don't make a face at them – smile!

My second tip is for local people, like me, or anybody who knows London well. If a tourist asks you for directions, be patient. You're very lucky that they are making an effort to speak to you in English. We British mostly can't speak any other language than our own. When we're abroad we expect other people to understand us, and most of the time, they'll give it a try. So when they ask you for help, be patient and help them. Repeat the directions, if necessary. Maybe even try to learn another language!

My third tip is for car drivers. Try to relax. Yes, you are stuck in a traffic jam. We know it's frustrating. But honking your horn doesn't help anyone. It just makes people feel worse. Relax, maybe even listen to a podcast!

Tip number four is for London cyclists. Please stop riding on the pavement. Also, stop doing all the other things you do which annoy people, like not stopping at red traffic lights. Yes, we know you're saving the planet, and that's lovely. But you still need to obey the rules. Oh, and this goes for e-scooters, too!

Tip number five is for residents, that's all the people who actually live in London. Talk to your neighbours! We Londoners are famous for not getting to know the people who live near us. But many of us started chatting to strangers during the Covid-19 pandemic, and even got to know our neighbours for the first time. It's one of the things that helped everyone to feel better, so don't forget about it now!

My final tip is for tourists. We're very happy to have you, but please think about the people who live and work here. Help to make their lives easier. Don't walk in busy streets with enormous suitcases or take selfies at the entrance of busy railway stations just when commuters are trying to catch their train. Don't walk in big groups along crowded pavements. You'll soon see that local people will be more friendly!

5.16

At least half of your daily liquids should come from water. About one-third (or three to four cups) can come from coffee or tea – but with no sugar. Low-fat milk can make up another 20%. If you drink less milk, just try to get your calcium from another type of food or drink, for example, green vegetables. You can have one small glass of fruit juice a day, and no more than one to two alcoholic drinks for men, or one for women. However, some doctors now think that it's a good idea to have several alcohol-free days a week. Diet drinks, which use artificial sweeteners, are not good for you, but up to one to two glasses a day is OK. But try not to have any drinks with a lot of sugar, for example, sweet fizzy drinks.

6.7

Today's topic is 'positive thinking'. We all know that people who are positive enjoy life more than people who are negative and pessimistic. But scientific studies show that positive people are also healthier. They get better more quickly when they are ill, and they live longer. A recent study has shown that people who are optimistic and think positively live, on average, nine years longer than pessimistic people. So, let's hear what you, the listeners, think. Do you have any ideas to help us be more positive in our lives?

6.8

Presenter Our first caller this evening is Andy. Hi, Andy. What's your tip for being positive?

Andy Hello. Well, I think it's very important to live in the present, not in the past. Don't think about mistakes you made in the past – you can't change things now. The important thing is to think about how you can do things better now and in the future.

Presenter Thank you, Andy. And now we have another caller. What's your name, please?

Julie Hi, my name's Julie. My tip is think positive thoughts, not negative ones. We all have negative thoughts sometimes, but when we start having them, we need to stop and try to change them into positive ones. Like, if you have an exam tomorrow and you start thinking 'I'm sure I'll fail', then you'll fail the exam. So you need to change that negative thought to a positive thought. Just think to yourself

www.frenglish.ru

'I'll pass that exam'. I do this and it usually works.

Presenter Thank you, Julie. And our next caller is Martin. Hi, Martin.

Martin Hi. Um, my tip is don't spend a lot of time following the news online or on TV. It's always bad news and it just makes you feel depressed. Read a book or listen to your favourite music instead, and you won't feel so bad.

Presenter Thanks, Martin. Good tip! And our next caller is Miriam. Miriam?

Miriam Hi.

Presenter Hi, Miriam. What's your tip?

Miriam Every week, make a list of all the good things that happened to you, on your phone or on a piece of paper. Then if you're feeling a bit sad or depressed, read the list and it'll make you feel better.

Presenter Thanks, Miriam. And our last call is from Michael. Hi, Michael. We're listening.

Michael Hi. I think it's good to try to use positive language when you speak to other people. You know, if your friend has a problem, don't say 'I'm sorry' or 'Oh, poor you.' Say something positive like, 'Don't worry! Everything'll be OK.' That way you'll make the other person think more positively about their problem.

Presenter Thank you, Michael. Well, that's all we've got time for. A big thank you to all our callers.

6.9

Presenter At the end of 2019, Mark was still looking for Penny. Then he found a picture on Facebook.

Mark I wasn't sure, but I thought it was a photo of Penny, so I messaged the woman, and I asked: 'Is this Penny?'. Penny didn't use Facebook much, so she didn't see my message immediately. But then she replied. And it was her!

Penny Mark told me for the first time what had happened at university. I feel very sad and angry about it. I think my father didn't want a Black son-in-law so he told himself he was doing the right thing. Now attitudes to race have changed a lot.

Presenter The couple couldn't travel to see each other at that time because of the Covid-19 pandemic. They waited 18 months, and in June 2021, Penny finally flew out to the Bahamas, where they met again, aged 60 and 61.

Mark When we saw each other for the first time, I cried. I couldn't believe she was here in my arms.

Penny I hadn't seen him since I was 19, but it was as if we'd only been apart for a year. We hadn't changed at all.

Presenter After three amazing weeks with Mark, Penny came back to England. When she returned to the Bahamas in October 2021, Mark proposed to her when she got off the plane. Now Penny is going to live in the Bahamas with him.

Penny I feel like a whole new person. I've never loved anyone the way I love Mark.

Mark The point we met was not our time. Now, we are looking forward to a really great future.

7.7

How to be happier

Happiness is very important for our mental health. These six tips will help you to be happier, more in control, and stronger in difficult times.

Tip 1 Manage your stress levels

If you have a lot of stress in your life, organizing your time better will help you to stay in control. Plan regular exercise and make time for yourself every day. Do slow-breathing exercises to help you to relax.

Tip 2 Enjoy yourself

Doing things that you enjoy is very good for you. Simple activities, like watching sports with a friend, having a hot bath, or meeting friends for coffee can all improve your day. Doing something that you're good at, for example, cooking or dancing, is also a good way not only to enjoy yourself, but also to feel positive about yourself. Try to avoid things that seem enjoyable at the time, but make you feel worse afterwards, for example, going to bed very late or eating junk food.

Tip 3 Boost your self-esteem

Self-esteem is the way you feel about yourself. The best way to improve your self-esteem is to treat yourself the same way you would treat a good friend, in a positive, but honest, way. Control negative thoughts. Don't say to yourself, 'You're so stupid for not getting that job'. Instead think, 'Would I say that to my best friend?'. You probably wouldn't. Tell yourself something positive, for example, 'You're an intelligent person, you'll definitely get the next job.'

Tip 4 Have a healthy lifestyle

Make healthy choices. A balanced diet which includes the main food groups helps your brain and body work efficiently. Doing moderate exercise releases chemicals in your brain that make you feel happier, and help you to sleep better, have more energy, and keep your heart healthy. Choose an exercise that you enjoy. If it helps, do it with a friend or listen to music.

Tip 5 Talk to other people

Communication is important, whether it's with a friend, a family member, or even a therapist. Talking about things and sharing your feelings helps you to release tension. It also helps to make your relationships stronger, and to connect with people.

Tip 6 Learn to deal with your problems

Resilience is what allows you to cope with life's ups and downs. Making something good out of bad times helps you build your resilience. If you're going through a difficult time, try making something creative out of your bad experiences. Things like writing, painting, or singing can help you to express your worries and see light at the end of the tunnel.

7.10

There were four tests for me to complete in Madrid. I had to order a drink and a sandwich in a bar, ask the price, and understand it. Then I had to ask for directions in the street, and follow them, then get a taxi to a famous place, and finally, phone somebody and leave a message on their voicemail.

There were just three rules. You mustn't use a dictionary or phrase book app, you must only speak Spanish, and you mustn't use your hands or mime, or write anything down.

7.13

Journalist / Max I arrived at Madrid airport, where I met Paula. *Hola. Soy Max.*

Paula *Encantada. Soy Paula.*

Max Paula took me to my hotel and that evening we went to the centre of Madrid and it was time for my first test. I had to order a sandwich and a drink in a bar, then ask for the bill. I sat down at the bar and I tried to order a beer and a ham sandwich: *Por favor, una cerveza y un bocadillo de jamón.*

Waiter *En seguida.*

Max Fantastic! The waiter understood me first time. My pronunciation wasn't perfect, but I got my beer and my sandwich. I really enjoyed it. But then the more difficult bit. Asking for the bill... *Cuánto es?*

Waiter *Seis noventa.*

Max *Cómo?*

Waiter *Seis noventa.*

Max Six ninety. I understood! Paula gave me eight points for the test. I was very happy with that. Next we went out into the street. Test number two was asking for directions and (very important!) understanding them. We were in a narrow street and I had to stop someone and ask them for the nearest chemist, *una farmacia*. I stopped a woman. At first I didn't understand anything she said!

Passer-by *Siga todo recto y tome la segunda por la derecha. Hay una farmacia en esa calle.*

Max I asked the woman to speak more slowly.

Passer-by *Todo recto y tome la segunda calle por la derecha DERECHA.*

Max I got it this time, I think. The second street on the right. I followed the directions and guess what? There was a chemist there! Seven points from Paula. Test number three. I wasn't looking forward to this one. I had to get a taxi to a famous place in Madrid. Paula wrote down the name of the place on a piece of paper. It was the name of the football stadium where Real Madrid play. We stopped a taxi.

Max *El Bernabéu, por favor.*

Taxi driver *Que? Adónde?*

Max He didn't understand me. I tried again but he still didn't understand. I was desperate so I said, 'Real Madrid, Stadium, football'.

Taxi driver *Ah! El Santiago Bernabéu.*

Max Finally! Paula only gave me five because I ended up using English. Still, at least I made the taxi driver understand where I wanted to go.
And so to the final test. I had to leave a message in Spanish on somebody's voicemail. I had to give my name, spell it, and ask the person to call me back.

www.frenglish.ru

Paula gave me the number (it was one of her friends called Lola) and I dialled. I was feeling a bit nervous at this point, because speaking on the phone in a foreign language is never easy.

Lola *Deje su mensaje después de la señal.*

Max *Er. Buenas noches. Soy Max. Max. M-A-X. Er...Por favor...llámarme esta noche...* Oh yes...*a las 8.30 er, gracias*. Well, my grammar wasn't right, but I left the message. Half an hour later, at half past eight, Lola phoned me. Success! Paula gave me eight points. That was the end of my four tests. Paula was pleased with me. My final score was seven. I was quite happy with that.

So how much can you learn in a month? Well, of course you can't learn Spanish in a month, but you can learn enough to survive if you are on holiday or on a trip. Now I want to go back to England and try and learn some more. *Adiós!*

8.3

Annabel Hello. I'm Annabel.

Peter And I'm Peter.

Expert Hi there, Annabel and Peter. What's your problem?

Annabel We've got a son, Jamie, and he's 25. He's a chef.

Peter But he still lives with us because he says it's too expensive to rent a flat and he doesn't earn enough money.

Annabel He gives us some money every month for bills – not much, but a bit – and you know it's nice to have him at home, but we think he needs to be more independent.

Peter Yes, absolutely.

Annabel But last week he told us that he's planning a two-week holiday to Mexico with his friends. I mean, it's true that he works full time and we know he needs a break, but we really think...

Peter Yes, we don't think he should go on an expensive holiday when he doesn't give us much money. We think he should save his money so that he can get his own place to live. Should we tell him that he can't go to Mexico?

8.4

Expert You know, to be honest, I think you're being a bit hard on him. I mean he's only 25. It's good that he has a job and everybody needs a holiday. My advice is that you should let him go to Mexico, but when he comes back you should sit down with him and talk to him about starting to pay rent. That way he'll understand that he needs to start planning for the future and to start thinking about renting a flat. But I know from talking to other parents that there are a lot of young people still living at home in their 20s and 30s, and some of them don't even have jobs. So, in many ways, I think you're lucky.

Annabel You see? That's just what I think...

8.5

Nick Hi there. I'm Nick.

Expert Hi, Nick. So what's your problem?

Nick Well, I've been with my girlfriend for three years. We have a really great relationship although we're quite different. She's clever and popular, and I'm, er, quiet and hard-working. Anyway, now she wants to move to London, because she thinks she can get a better job there, and she wants me to go to London, too – you know, London's much more exciting than Bolton, where we live now. But I have a good job in Bolton and I get a good salary. I mean the idea of moving and having a new life is like a dream, but for me that's what it is, I mean it's a dream, it isn't real. What should I do? Should I follow my heart and move to London with her? Or should I stay here where I know I have a good job, but possibly lose my girlfriend?

8.6

Expert I think you should sit down together and talk about your dreams for the future, and see if they are the same dreams. If they are, and you can see a future together, then the first thing is for her to look for a job in London. If she finds one, then maybe she can move there first and you can go at weekends and see how you feel about life there.

Nick Thanks a lot for that. I think that's really good advice.

8.7

Jane Hello. My name's Jane.

Expert Hi, Jane. So, why are you calling?

Jane Well, a month ago my friend Susan and I decided to go on holiday together this summer, to Italy. So we planned everything and, er, I was really looking forward to it, as Susan's an old friend and I don't see her very often. But the other day she told me that she was telling another friend of hers about our holiday – somebody I don't know, a woman called Angie – and Angie was really interested, and now Susan has invited her to come, too. Susan never asked me what I thought! I don't even know Angie, and I really don't want to go on holiday with someone I don't know. What should I do?

8.8

Expert I think your friend has been a bit insensitive and she's put you in a difficult position. You have several different options. You could say that you aren't going if Angie goes, but then you'll put Susan in a difficult position. Or you could just cancel, and suggest having another holiday later with just the two of you. Or you could invite someone else who you like, and then there would be four of you, which is sometimes a better number than three. But, in fact, you don't know Angie and maybe you'll like her. So, I think you should try to get to know her first. If you like her, then the holiday will probably be a success. If not, then you should tell your friend you aren't going, because you don't think it will work with Angie. You know, a bad holiday is worse than no holiday.

Jane Yes, that's absolutely true. Thanks a lot.

8.13

Narrator Peter wanted to get a job.

Peter I did maths at university and normally, after doing maths at university, people get a job in a bank or in IT, but when I finished it was the recession and it was very difficult to get a job. I was unemployed for quite a long time. I was looking for jobs, and I applied for lots of different jobs, but they just answered, 'sorry, we don't want you', and I was getting a bit depressed. This went on for about four months and then one day I was on a number 49 bus in London – I can even remember where I was sitting – and my phone rang. I said hello, and a woman said, 'Hello, you applied for a job with us a few months ago. Are you still interested?' So I said, 'Yes, absolutely, I'm very interested'. So then she said 'we'd like you to come for an interview'... and then, at that moment, we got cut off because the bus went into a tunnel. And the phone number wasn't on my phone – it just said 'unknown number', and I couldn't remember what the name of the company was because I'd applied for so many jobs. So I thought, 'four months of nothing and then when they ring I get cut off'. Luckily, they called back the next day, and in the end I had an interview, and I got the job.

Narrator Sue wanted to see a tiger.

Sue This happened when I was at a conference in Thailand. The conference hotel was amazing, it was in a beautiful national park called Khao Yai, north of Bangkok. We were very busy with talks and meetings most of the time, but we had one free morning, and we could choose from different trips or activities. I was interested in either a trip to see birds or a trip to see a tiger. A tiger, not tigers, because they told us that there was only one tiger in the whole park! Well, I chose the tiger trip, because I thought it would be really cool to see a tiger in the wild. But we had to leave really early in the morning because we had to travel quite a long way to the part of the park where the tiger usually was – the bird trip was nearer the hotel. So we tiger-watchers got up at 5.00 in the morning, but our guide said that we probably wouldn't see the tiger because, you know, there was only one tiger. We finally got there and we spent the whole morning looking for the tiger, but no luck. But we saw some nice birds, and it was fun, so when we got back to the conference hotel, we felt we'd had a really good morning. But then the other group got back, the ones who went to see the birds, and of course they saw lots of amazing birds, but they also saw the tiger! I suppose that day it wasn't in its usual part of the park. And I thought isn't that typical – you go on the tiger trip and you don't see the tiger, but the people on the bird trip see the tiger!

www.frenglish.ru

9.4

Interviewer Do you have any phobias?

Jo Yes, I'm very scared of spiders.

Interviewer And how long have you had this phobia?

Jo I've had it since I was a child, so for more than 40 years.

Interviewer Did something happen to start the phobia?

Jo Um, well, not really, I've always been a bit afraid of spiders, maybe because my sisters used to chase me with them when I was a child, and I think as I got older, my fear got worse. But then something happened when I was in my 20s that made me think I had a real problem. I was in the car with my boyfriend, he was driving, and the road was very busy, and suddenly I saw a huge spider on the floor of the car, next to my foot. I was terrified, and my instinct was to try to get away from the spider as quickly as possible, so I opened my door, while he was still driving. It was really dangerous. Luckily he managed to stop and nothing happened, but I knew then that I had to do something about my phobia, have some therapy, you know, get some professional help.

Interviewer What kind of therapy did you have? How long did it take?

Jo I did a 'spider phobia' course, it was a one-day course at London Zoo. We were a group of about 15 people. First there was a session with a doctor. We learned a lot of facts about spiders, and talked about what we were afraid of, and we did a hypnotherapy session. Then we went to the spider house. The other people on the course went up close to the glass to look at the spiders, and they were saying, 'Ah, I'm cured, I feel fine'. But I stayed at the back of the group, and I was crying because I was still terrified. But, a bit later, I was able to pick up a small spider with a piece of paper and a glass over the top of it and walk across the room. And by the end of the day, I could hold a tarantula, which was amazing.

Interviewer Do you still have the phobia now?

Jo Well, yes I do, but now if I see one, I am more logical about it, my first reaction is to be frightened, but then with a little bit of talking to myself, and if it's not too big, I can usually deal with it.

10.7

Tim Powell isn't a morning person. Which is surprising, because on weekdays he gets up very early. While most of us are still asleep, Powell wakes up at 5.45, does exercise for 30 minutes in his home gym, and has a big breakfast. Then he gets ready for work and drives to the office. When he gets to the building where he works, he goes for a walk around a local park, then he goes inside to start work at 9. And on Thursdays he gets up even earlier, at 5.20 a.m., to study German.

Powell is a lawyer. He works 70 hours a week, and he says that getting up early helps him to do more during the day. He isn't the only one – many busy, successful people get up very early.

10.8

Experts agree that getting up early is a big help if you have a lot of things to do. There are three main reasons for this. The first reason why it's good to get up early is that the early morning is quiet. Nobody phones you at 6.00 a.m. There aren't any important emails or messages to answer. There aren't any meetings. There aren't any people. The morning is your time.

The second reason is that if you get up early, you go to bed early. Most people don't do anything useful in the evenings. People who go to bed late spend many hours watching TV, seeing their friends, and spending time on social media. So if you want to do a lot, it's better to go to bed early, and have shorter evenings and longer mornings.

The third reason is that it's better to do things in the morning, when you have energy. Most people are tired after a day at work or college. And when you're tired, the last thing you want to do is to exercise, or to study, or to practise a musical instrument.

And if you find it impossible to get up early? Set your alarm five minutes earlier than you usually get up. And the next day set it five minutes earlier again. After three weeks you'll have nearly two hours that you never had before!

10.12

The 13th century

Guns were invented by the Chinese. The first guns were quite large, like small cannons. The oldest gun that still exists today was made in about 1280.

Glasses were invented by the Italians in about 1286. Sunglasses were invented even earlier, in the twelfth century.

The 18th century

The hot-air balloon was invented by two French brothers, Joseph and Jacques Montgolfier. The first flight with people was in 1783, and the balloon flew three kilometres over Paris.

The 19th century

Stamps were invented by an English teacher, Rowland Hill. The first stamp, from 1840, was called the Penny Black, and it showed the head of the young Queen Victoria.

The saxophone was invented by a Belgian musician in 1846. His name was Adolphe Sax. Saxophones were first used mainly in military bands, but are now used in all kinds of music.

The 20th century

The biro was invented in the 1930s by a Hungarian journalist, László Bíró. His invention was successful because the ink from the pen dried very quickly on paper. In 1943, Bíró moved to Argentina because of the war in Germany, and he died there. The word 'biro' is now the most used name for any ballpoint pen.

Lego was invented in 1932 by a Danish businessman, Ole Kirk Christiansen. The name Lego comes from the Danish phrase *leg godt*, which means 'play well'. Twenty billion pieces of Lego are produced every year.

CDs were invented by a Dutch company, Philips, in 1970. Sony also worked on CDs, and they were designed to play 74 minutes of music because that was the length of Beethoven's Ninth Symphony – the Sony boss's favourite piece of music.

The mobile phone was invented by an American company. It was first produced by the company Motorola. On the 3rd April 1973, Martin Cooper, a Motorola researcher and executive, made the first mobile telephone call. His phone weighed one point one kilograms.

The 21st century

The virtual assistant Siri was invented by three American engineers in 2010. They later sold it to Apple for $200 million dollars. It speaks, recognizes voice commands, and can do things like answer questions, turn things on and off, and pay bills. The voice of Siri is provided by different actors in different countries and, in addition to male and female voices, in 2022 Apple added a gender-neutral voice option called Quinn.

11.7

1 **Interviewer** Did you like school?

Speaker 1 I didn't hate school, but I don't think I liked it very much. I used to enjoy PE, I used to enjoy sport, um, I quite liked English, but there were lots of subjects I didn't like. I didn't like maths very much, history was boring, and I found science difficult. I had a small group of friends – not many, but a close group of friends – and I used to spend time with them talking about sport, talking about music. So it wasn't too bad, but I didn't like it very much. I've never been back to school – I've never been to a school reunion, or anything like that.

2 **Interviewer** Did you like school?

Speaker 2 No, not really. I didn't like it at all.

Interviewer Why not?

Speaker 2 It was a boys' school and I got bored with just being with boys all the time. And I didn't really like any of the subjects.

3 **Interviewer** Did you like school?

Speaker 3 Well, yes and no. Some things I really loved, some things I thought, 'this isn't much fun', but I used to enjoy quite a lot of the subjects.

Interviewer Like what?

Speaker 3 I liked English and I liked maths.

Interviewer And what didn't you enjoy?

Speaker 3 I hated geography. And I hated PE. The PE teacher once caught me reading a book on the football pitch, and I was punished for that.

4 **Interviewer** Did you like school?

Speaker 4 I didn't like it – I absolutely loved it! I liked all the subjects, especially English and history. I remember one time when I was about six or seven, I got ill during the Easter

www.frenglish.ru

holidays and I was really, really sad, and my mum thought I was sad because I was ill during the holidays, but in fact I was terrified that I'd never get better and I'd never go back to school.

5 **Interviewer** Did you like school?
Speaker 5 Er, sometimes. Yeah, most of the time.
Interviewer What did you like about it?
Speaker 5 Well, I had some good friends, and I liked learning things, but there were some subjects that I didn't like very much and I hated PE. I used to invent a lot of excuses, like saying that I was ill, because I didn't want to do it.

6 **Interviewer** Did you like school?
Speaker 6 Yes, overall I really enjoyed school, though there were some things I didn't like.
Interviewer Like what?
Speaker 6 In English I found reading long texts very hard, as I have dyslexia, and because of this my handwriting was also slow and messy. And I struggle with numbers too, so maths and physics were very difficult for me.
Interviewer What things did you like?
Speaker 6 Um, I discovered I was interested in history, because my teachers were passionate about what they taught, which made me want to learn. But I enjoyed visual and active learning much more, so subjects like drama, art, and cooking were some of my favourites.

11.8

Check-in officer Can you put your case on the scales, please?
Dave Shall I help you?
Becca No, I'm fine.
Check-in officer That's 18 kilos. And your case, sir? I'm afraid that's 22.5 kilos. You can only take 20.
Becca Dave! What's in there?
Check-in officer You need to go to the window over there and pay for the extra two and a half kilos. That'll be £25.
Dave £25?
Becca Maybe you can put some of your things in my case. Let's have a look. What's all this? Why have you packed walking boots? We're going to be on the beach!

11.12

Is too much choice making us unhappy?

Buying jeans isn't as easy as it used to be. Years ago, there was only one kind of jeans – probably Levis. Nowadays, there are hundreds – different styles, different colours, different lengths, with buttons, with zips. There are so many options that you feel the perfect pair must be waiting for you somewhere...

And it isn't just jeans. In big supermarkets we have to choose between thousands of products – my local supermarket has 35 different kinds of milk! When we're buying clothes or electrical gadgets, ordering a coffee in a café, looking for a hotel on a travel website, deciding which TV channel to watch, or even choosing a future partner on a dating website, we constantly have to choose from hundreds of possibilities.

People often think that being able to choose from a lot of options is a good thing. However, university researchers have discovered that too much choice is making us feel unhappy and dissatisfied. The problem is that we have so many options that we get stressed every time we have to make a decision because we're worried about making the wrong one. Then, when we choose one thing, we feel bad because we think we are missing other opportunities, and this makes us dissatisfied with what we've chosen.

Research also shows that we feel happier when we have less choice. In a study, Professor Mark Lepper at Stanford University found that people who tried six kinds of jam and then chose one felt happier with their choice than those who were offered 24 jams to taste.

But if all this choice is bad for us, what can we do about it? Professor Lepper suggests that we should try to relax when we have to decide what to buy. 'Don't take these choices too seriously or it will become stressful,' he says. 'If you pick a sofa from IKEA in 30 seconds, you'll feel better than if you spend hours researching sofas – because you won't know what you're missing.'

11.14

I went onto the Twin Strangers website. All you have to do is pay $3.95, upload a photo of your face, and then describe it, your nose, mouth, and eyes. I looked in a mirror and decided that I have an oval face, blue eyes, and, unfortunately, thin lips.

Immediately I got a lot of photos of possible matches. My first reaction was, 'They all look totally different from me'. Then something interesting began to happen. Some of the people started to look familiar, like people in my family. I found one woman who looked just like my brother. I started to wonder. Was there something there?

I called my husband to come and have a look at all these 'twins'. His first reaction was the same as mine, but then he went a bit quiet. He pointed to one woman who, at first sight, looks completely different from me, but whose picture I had stopped at several times. He said, 'She has the same mouth as you. In fact, she's a bit like you.' And he was right.

I decided to change my profile a bit. Many people tell me I look younger than I really am, so I put my age as ten years younger, and then searched again. The result was surprising. Suddenly there seemed to be a number of women a bit like me. Especially one. I put her picture on my Facebook page and asked my friends what they thought. The first person to answer was my brother. 'Yes,' he wrote. 'She looks like you and our sister.'

It's a strange feeling. I keep looking at her picture. We're very similar, but not identical, for example, she has brown eyes, but mine are blue. But there's something there. Not just the blonde hair and the thin lips. There's something in her eyes that I recognize. It's a very strange feeling, but I'm really happy that I found her. I sent her a message through the website, but she hasn't replied yet. I'm going to keep trying. I want to know who she is.

12.3

Sue Hello, Pam. How are you this morning?
Pam Hello, Sue. I'm fine thanks, but you'll never guess what's happened. Jack and Emma have broken up!
Sue No! That can't be true. Jack and Emma? Your neighbours? I saw them last week and they looked really happy.
Pam No, it's definitely true. I heard them shouting. They were having a terrible argument.
Sue No! When?
Pam Last night. After he came home from work.
Sue What did they say?
Pam Well, I wasn't really listening...
Sue Of course not.
Pam But I couldn't help hearing. She was talking so loudly and of course the walls are very thin...
Sue So what did they say?
Pam Well, she said that she was going to stay with her mum! She told him that she wouldn't come back.
Sue Ooh, how awful. What about the children?
Pam She said she'd taken them to her sister's. I suppose she'll take them with her in the end. And anyway, then five minutes later, I saw her leaving the house with a suitcase!
Sue No! Why do you think she's leaving him? Is he seeing somebody else?
Pam I don't know...
Sue I must go and tell Janet at number 14. She's always thought there was something...something strange about him.

www.frenglish.ru

1A word order in questions

questions with *be* and *can*

	Are	you	hungry?	1.2
	Is	there	a bank near here?	
	Can	I	sit here?	
What	**was**	that	noise?	
Where	**were**	you	born?	

- We make questions with the verb *be* and *can* by inverting the verb and the subject.
  She is *a teacher.* → ***Is she*** *a teacher?*
  He can *drive.* → ***Can he*** *drive?*

questions with *do / does / did* in present simple and past simple

Question word	Auxiliary	Subject	Infinitive (= verb)	1.3
	Do	you	**live** with your parents?	
	Did	you	**have** a holiday last year?	
Where	**does**	your sister	**work**?	
When	**did**	you	**start** studying English?	
What	**did**	they	**talk** about?	

- We use **ASI** (**A**uxiliary, **S**ubject, **I**nfinitive) or **QUASI** (**Q**uestion word, **A**uxiliary, **S**ubject, **I**nfinitive) to remember word order in questions. We often put a preposition at the end of a question, e.g. *Who do you live with?*

1B present simple

	I / you / we / they	*he / she / it*	1.11
+	I usually **work** at home.	My brother **works** in the city centre.	
–	My parents **don't live** near here.	It **doesn't** often rain here.	
?	**Do** you **speak** French?	**Does** she like pop music?	
✓ ✗	Yes, we **do**. / No, we **don't**.	Yes, she **does**. No, she **doesn't**.	

- We use the present simple for things we do every day / week / year, or which are generally true or always happen.
- We use *don't / doesn't* to make negative sentences, and *do / does* to make questions.

infinitive	3rd person (*he / she / it*)	spelling
work	work**s**	add *-s*
study	stud**ies**	consonant + *y* > *ies*
finish	finish**es**	add *-es* after *sh*, *ch*, *s*, *x*
go / do	go**es** / do**es**	add *-es*
have	ha**s**	change to *-s*

adverbs and expressions of frequency

1 We **often** go out on Friday night. 1.12
She doesn't **usually** study at weekends.
I'm **never** ill.
He's **always** late for work.

2 She gets up early **every day**.
We have English classes **twice a week**.

1 We often use the present simple with adverbs of frequency (*always*, *often*, *sometimes*, *usually*, *hardly ever*, *never*).
- Adverbs of frequency go before the main verb.
- Adverbs of frequency go after *be*.
  She's never ill. **NOT** ~~*She's ill never*~~.
- Remember to use a + verb with *never*.
  It never rains. **NOT** ~~*It doesn't never rain*~~.

2 Expressions of frequency (*every day*, *once a week*, etc.) usually go at the end of a sentence.

1C present continuous: *be* + verb + *-ing*

1 **A** What **are** you **doing**? **B** I'**m sending** a message to Sarah. 1.18
2 My brother **is doing** a two-month course in the UK.
3 In this picture, the woman **is standing** near a table.

- We use the present continuous:
  1 for things happening now, at this moment.
  2 for temporary things that are happening around now, this week. etc.
  3 to describe what's happening in a picture.

+	I'**m working**.	You We They	'**re working**.	He She It	'**s working**.
–	I'**m not working**.		**aren't working**.		**isn't working**.
? ✓ ✗	**Are** you **working**? **Is** he **working**?		**Yes**, I **am**. / **No**, I'**m not**. **Yes**, he **is**. / **No**, he **isn't**.		

infinitive	*-ing* form	spelling
cook study	cook**ing** study**ing**	add *-ing*
live	liv**ing**	cut the final *e* and add *-ing*
run	run**ning**	if the verb finishes in consonant–vowel–consonant, double the final consonant and add *-ing*

present simple or present continuous?

1 **A** What **do** you **do**? 1.19
B I **work** for an IT company.
2 **A** What **are** you **doing**?
B I'**m checking** my messages.
3 I **like** this painting, it's beautiful.

1 We use the present simple for things that are generally true or always happen.
2 We use the present continuous for an action happening now, at this moment.
3 We normally use verbs which describe states or feelings (non-action verbs), e.g. *want*, *need*, *like*, in the present simple, not continuous, e.g. *I like Italian food*. **NOT** ~~*I'm liking Italian food*~~.

www.frenglish.ru

1A

a Put the word or phrase in the correct place in the question.

How old are you? (old)

1 Where you from? (are)
2 Does finish at 8.00? (the class)
3 Where we park? (can)
4 Where do your friends? (live)
5 You answer my email? (did)
6 Do you often to the cinema? (go)
7 What this word mean? (does)
8 What time did arrive? (your friends)
9 Who are you talking? (to)
10 Where were last night? (you)

b Put the words in the correct order to make questions.

you live where do? *Where do you live?*

1 you a do have car ?
2 was brother your where born ?
3 often he how phone does you ?
4 their time arrive does flight what ?
5 Brazil from is girlfriend your ?
6 languages how you many can speak ?
7 party the how was ?
8 last go where you summer did ?
9 there doctor here is a ?
10 come bus to you by school did ?

p.9

1B

a Write sentences and questions with the present simple.

+ he / usually get up late *He usually gets up late.*

1 ? Anna / like music
2 + my sister / have a lot of hobbies
3 − I / get on very well with my parents
4 + my nephew / study English at university
5 − my neighbours / have any children
6 ? what time / the film start
7 + he / go out twice a week
8 − we / often talk about politics
9 ? how often / you see your brother
10 − Sally / go on social media very much

b Put the words in the correct order.

go cinema we often the to

We often go to the cinema.

1 always before go I bed 11.00 to
2 ever her Kate sees family hardly
3 Saturdays never shopping on go we
4 a to I dentist's year go twice the
5 in they breakfast sometimes bed have
6 usually car I the listen the in radio to
7 in day park every Anton the runs
8 often late Laila is work for
9 often Ivan to go doesn't theatre the
10 visit I once my month a mum

p.11

1C

a Write sentences with the present continuous. Use contractions where you can.

− it / snow *It isn't snowing.*

1 + Oliver / wear a suit today!
2 ? it's hot. Why / wear a coat
3 − Aisha / sit in her usual place today
4 + hey! You / stand on my foot
5 ? what book / you read
6 + we / rent a small flat at the moment
7 ? she / wear make-up
8 + I / plan a trip to the USA
9 ? your boyfriend / work in London this week
10 − they / get on very well at the moment

b Complete the sentences with the present simple or present continuous.

The girl in the painting *is playing* the guitar. (play)

1 My dog isn't dangerous. He _____. (not bite)
2 Why _____ you _____ sunglasses? It _____! (wear, rain)
3 You can turn off the radio. I _____ to it. (not listen)
4 I _____ to charge my phone. (need)
5 Be careful! The baby _____ your pen in her mouth! (put)
6 **A** _____ you usually _____ at weekends? (cook)
B No, we normally _____ out. (eat)
7 **A** What _____ you _____ here? (do)
B I _____ for Emma. She's late, as usual. (wait)
8 I usually _____ tea, but I _____ a coffee today. (drink, want)
9 My wife _____ from 9.00 a.m. to 5.00 p.m. She's a bank manager. (work)
10 Marc _____ in Paris, but he _____ in Nice at the moment. (live, work)

p.12

www.frenglish.ru

2A past simple: regular and irregular verbs

	regular	irregular 2.1
+	We **stayed** at a hotel last summer.	I **went** to Spain twice last year.
–	He **didn't stay** with friends.	She **didn't go** to France.
?	**Did** you **stay** for the weekend?	**Did** you **go** to Madrid?
✓ ✗	Yes, I **did**.	No, we **didn't**.
Wh ?	Where **did** you **stay**?	Why **did** you **go**?

- We use the past simple to talk about finished actions that happened once or more than once in the past.
- The form of the past simple is the same for all persons.
- To make the past simple + of regular verbs, add *-ed*. See the spelling rules in the chart.
- Many common verbs are irregular in + past simple, e.g. *go* → ***went***, *see* → ***saw***. See **Irregular verbs** p.172.

- We use *didn't* + infinitive for negatives and *Did...* + subject + infinitive for questions.
- Use **ASI** and **QUASI** to remember word order in questions. See **1A** p.134.

spelling rules for regular verbs

infinitive	past	spelling
work stay	work**ed** stay**ed**	add *-ed*
like	like**d**	add *d* if verb finishes in *e*
study	stud**ied**	*y* > *ied* after a consonant
stop	stop**ped**	if verb finishes in consonant–vowel–consonant, double the final consonant

2B past continuous: *was / were* + verb + *-ing*

At 8.45 last Saturday, I **was walking** in the park. 2.10
The birds **were singing**. It **wasn't raining**.
A **Was** it **raining** when you got up? **B** No, it **wasn't**.
A What **were** you **doing** at 11 o'clock last night? **B** I **was watching** TV.

+	I / He / She / It	**was working**.	You / We /They	**were working**.
–	I / He / She / It	**wasn't working**.	You / We / They	**weren't working**.
? ✓ ✗	**Was** he **working**?		**Yes**, he **was**. / **No**, he **wasn't**.	
	Were they **working**?		**Yes**, they **were**. / **No**, they **weren't**.	

- We use the past continuous to describe an action in progress at a specific moment in the past.
- We often use the past continuous to describe the situation at the beginning of a story, e.g. *In 2020, I was living in London.*

past simple or past continuous?

We **were walking** up the mountain when we **met** some friends. 2.11
My sister **arrived** when I **was having** lunch.

- We often use the past continuous and the past simple together in the same sentence. We use the past continuous to talk about a longer action that was happening in the background when the shorter past simple action happened.

2C time sequencers

On their first date they went to a restaurant. 2.15
After that, they started meeting every day.
On Thursday I had an argument with my boss.
The next day, I decided to look for a new job.
We sat down to eat. **Two minutes later**, my phone rang.
When I came out of the club, he was waiting for me.
The accident happened **when** I was crossing the road.

- We use time sequencers to say when or in what order things happen.
- We use *when* as a time sequencer and also to join two actions. *I* ***was watching*** *TV when the phone* ***rang***. (two verbs joined by *when*)

then, after that

The most common way of linking consecutive actions is with *then* or *after that*, but **NOT** *after*, e.g. *I got up and got dressed.* ***Then*** / ***After that***, *I made a cup of coffee.* **NOT** ~~*After I made a cup of coffee*~~.

connectors: *because*, *so*, *but*, *although*

because* and *so

She was driving fast **because** she was in a hurry. (reason) 2.16
She was in a hurry, **so** she was driving fast. (result)

- We use *because* to express a reason.
- We use *so* to express a result.

but* and *although

She tried to stop the car, **but** she hit the man. 2.17
Although she tried to stop the car, she hit the man.
She was very tired, **but** she couldn't sleep.
She couldn't sleep, **although** she was very tired.

- We use *but* and *although* to show a contrast.
- *Although* can go at the beginning or in the middle of the sentence.

www.frenglish.ru

2A

a **Put the verbs in brackets in the past simple.**

Two summers ago we had (have) a holiday in Scotland. We [1]_____ (drive) there from London, but our car [2]_____ (break) down on the motorway and we [3]_____ (spend) the first night in Birmingham. When we [4]_____ (get) to Edinburgh we [5]_____ (go) to our hotel, but they [6]_____ (not can) find our reservation, and they [7]_____ (be) full. We [8]_____ (not know) what to do, but in the end we [9]_____ (find) a Bed and Breakfast and we [10]_____ (stay) there for the week. We [11]_____ (see) the castle and [12]_____ (buy) a lot of souvenirs. We [13]_____ (want) to go to Loch Ness, but we [14]_____ (not have) much time and it [15]_____ (be) quite far away. The weather [16]_____ (not be) very good – it [17]_____ (start) raining on the day we [18]_____ (leave) London, and it never [19]_____ (stop)!

b **Complete the questions in the past simple.**

Where did you go on holiday last year?
I went to Vancouver.

1 Wow! _____ a good time?
Yes, I had a great time.

2 _____ with?
I went with my family.

3 _____? We stayed in a hotel.

4 _____ the plane tickets _____? They cost about £2,000.

5 _____ the weather like?
It was hot and sunny.

6 _____ in the evening?
We usually went out for dinner.

p.16

2B

a **Complete the sentences with a verb in the past continuous.**

I was eating dinner, so I didn't answer the phone. (eat)

1 I took this photo when we _____ in Greece. (travel)

2 He met his wife when he _____ in Japan. (live)

3 _____ a coat when she went out? (wear)

4 The sun _____ when I went to work. (shine)

5 What _____ you _____ at 7.30 last night? (do)

6 I _____ when you gave the instructions. (not listen)

7 They _____ TV when I arrived. (not watch)

b **Put the verbs into the past simple or past continuous.**

She arrived when we were having dinner. (arrive, have)

1 I _____ my arm when I _____ football. (break, play)

2 _____ you _____ fast when the police _____ you? (drive, stop)

3 It _____ when we _____ the pub. (snow, leave)

4 I _____ the match because I _____. (not see, work)

5 When you _____ me, I _____ to my boss. (call, talk)

6 We _____ in Cambridge when we _____. (study, meet)

7 _____ they _____ in Rome when they _____ their first baby? (live, have)

p.19

2C

a **Put the sentences in the correct order.**

A [ ] He explained that he was looking for a thief, and then he got on the bus.

B [ ] Then another man tried to do the same.

C [1] Last week I was waiting for a bus.

D [ ] The next day, I saw the story on a local news website.

E [ ] When I asked the second man what he was doing, he told me that he was a police officer.

F [ ] A few seconds later, he got off the bus with the thief.

G [ ] The bus arrived, but suddenly a man ran in front of me and got on.

H [ ] After that, a police car came and took the thief away.

b **Complete the sentences with *so*, *because*, *but*, or *although*.**

We couldn't find a taxi, so we walked home.

1 _____ it was very cold, she wasn't wearing a coat.

2 I woke up in the night _____ there was a noise.

3 I called him, _____ his mobile was turned off.

4 _____ she's very nice, she doesn't have many friends.

5 There was nothing on TV, _____ I went to bed.

6 All the cafés were full _____ it was a public holiday.

7 She wanted to be a doctor, _____ she failed her exams.

8 The garden looked very beautiful, _____ I took a photo.

9 _____ the team played well, they didn't win.

p.21

www.frenglish.ru

3A *be going to* (plans and predictions)

1 I**'m going to** give a talk at a conference. 3.4
He**'s going to** meet me at the airport.

2 I'm sure England **are going to** lose tomorrow.
It**'s going to** rain tonight.

	I	you / we / they		he / she / it		
+	I**'m going to**	You We They	**'re going to**	He She It	**'s going to**	give a talk.
−	I**'m not going to**	You We They	**aren't going to**	He She It	**isn't going to**	give a talk.

?	✓ ✗
Are you **going to** give a talk?	**Yes**, I **am.** / **No**, I**'m not.**
Is he **going to** give a talk?	**Yes**, he **is.** / **No**, he **isn't.**

1 We use *be going to* + infinitive to talk about future plans or intentions.

2 We also use *be going to* + infinitive to make a prediction when we know or can see that something is going to happen, e.g.
*It's winter there so it'**s going to be** cold.*
*Look at that car! It'**s going to crash**.*

3B present continuous (future arrangements)

+ I**'m seeing** an old friend tonight. 3.9
She**'s arriving** at lunchtime.

− She **isn't leaving** until Friday.
They **aren't coming** to the party tomorrow.

? What **are** you **doing** this evening?
Is he **meeting** us at the restaurant?

- We often use the present continuous with a future meaning, especially for future arrangements, i.e. for plans we have made at a fixed time or place in the future. Don't use the present simple for this. **NOT** ~~*I see an old friend tonight*~~.

be going to or present continuous?

We can often use either with no difference in meaning, e.g. ***I'm going to see** Anna on Tuesday*. or ***I'm seeing** Anna on Tuesday*.

It's very common to use the present continuous with the expressions *tonight*, *tomorrow*, *this weekend*, etc. and with verbs describing travel arrangements, e.g. *go*, *come*, *leave*, *arrive*.

***I'm leaving** on Monday* is more common than ***I'm going to leave** on Monday*.

3C defining relative clauses with *who*, *which*, *where*

1 That's the woman **who** won the lottery last year. 3.13
A chef is a person **who** cooks food in a restaurant.

2 A clock is something **which** tells the time.
Is that the book **which** won an important prize?

3 A post office is a place **where** you can buy stamps.
That's the restaurant **where** I had dinner last week.

- We use defining relative clauses to explain what a person, thing, or place is or does.
  1 Use *who* for a person.
  2 Use *which* for a thing.
  3 Use *where* for a place.
- The verb after *where* needs a subject, e.g. *you*.
- We can also use *which* to talk about a place, e.g. *A post office is a place which sells stamps*.

that

We can use *that* instead of *who* or *which*.

*She's the woman **who** / **that** works with my brother.*

*It's a thing **which** / **that** connects two computers.*

www.frenglish.ru

3A

a Complete with *be going to* + a verb from the list.

be cook do get not go
learn not listen ~~see~~ stay

What film are you going to see tonight?

1 _____ your daughter _____ to drive?

2 We _____ camping next summer. We _____ in a hotel.

3 You _____ in class 3 next year.

4 He _____ a taxi to the airport.

5 I _____ a family meal tonight.

6 You can talk, but I _____ to you.

7 What _____ you _____ when you leave school?

b Look at the pictures. Make sentences with *be going to* + a verb.

You're going to love this book!

2 We _____ late for work!

1 Scott _____ the match.

3 Be careful! You _____ it!

p.25

3B

a Read the sentences. Write **N** for now, **F** for future.

F I'm meeting Joe at two o'clock.

1 ▬ I'm living in a flat with two Swedish boys.

2 ▬ We're coming back on Monday.

3 ▬ She's moving to Canada next month.

4 ▬ I'm waiting for an email.

5 ▬ I'm reading a really good book about science.

6 ▬ We're meeting Trisha and Eduardo for lunch on Sunday.

7 ▬ Karl is arriving at six o'clock.

8 ▬ I'm studying for my maths exam.

b Complete the conversation between two flatmates with verbs in the present continuous.

A What are you doing? (do)

B I [1] _____ my suitcase. (pack)

A Why?

B Because I [2] _____ to Vienna at eight o'clock tonight. (fly)

A Oh, I didn't know. Why [3] _____ to Vienna? (go)

B I [4] _____ the boss of VTech Solutions tomorrow. (meet)

A Why [5] _____ him? (see)

B He [6] _____ on a project with me at the moment and we need to discuss it. (work)

A Oh, well, have a good trip!

p.27

3C

a Complete the definitions with *who*, *which*, or *where*.

A postal worker is a person who brings you parcels and important letters.

1 An octopus is an animal _____ lives in the sea and has eight arms.

2 A lawnmower is a machine _____ cuts the grass.

3 A surgeon is a doctor _____ does operations.

4 A changing room is a room _____ people try on clothes.

5 A porter is a person _____ helps you with your luggage.

6 Garlic is a kind of food _____ keeps vampires away.

7 A garage is a place _____ mechanics repair cars.

b Write sentences with *who*, *which*, or *where*.

She / the woman / catch the same bus as me
She's the woman who catches the same bus as me.

1 That / the dog / always barks at night

2 That / the shop / I bought my wedding dress

3 He / the actor / was in the last James Bond film

4 They / the children / live next door to me

5 This / the restaurant / they make great pizza

6 That / the switch / controls the air conditioning

7 He / the teacher / teaches my niece

8 That / the room / we have our meetings

9 This / the light / is broken

p.29

www.frenglish.ru

4A present perfect

1 I**'ve cleaned** the fridge – it looks new! 4.3
He **hasn't done** the washing-up. Can you help me do it?
A The concert starts soon. **Have** you **turned off** your phone?
B Yes, **I have**.

2 Mary**'s had** her baby! A parcel **has arrived** for you.

1 We often use the present perfect to talk about the recent past and its relationship with the present, e.g. *I've cleaned the fridge, so now it looks new.* We don't say exactly when things happened, e.g. *I've cleaned the fridge.* **NOT** ~~*I've cleaned the fridge ten minutes ago*~~.

2 We often use the present perfect to give recent news.

full form	contraction	negative	past participle
I **have**	I**'ve**	I **haven't**	
You **have**	You**'ve**	You **haven't**	**finished** the washing-up.
He / She / It **has**	He / She / It**'s**	He / She / It **hasn't**	
We **have**	We**'ve**	We **haven't**	
They **have**	They**'ve**	They **haven't**	

Have you **finished** the exercise? Yes, I **have**. / No, I **haven't**.
Has he **done** the homework? Yes, he **has**. / No, he **hasn't**.

- For regular verbs the past participle is the same as the past simple (+*-ed*). For irregular verbs the past participle is sometimes the same as the past simple (e.g. *buy, bought, bought*) and sometimes different (e.g. *do, did, done*). See **Irregular verbs** p.172.

yet, just, already

1 **A** Have you finished your homework **yet**? 4.4
B No, not **yet**. I haven't finished **yet**.

2 My sister's **just** started a new job.

3 **A** Do you want to see this film?
B No, I've **already** seen it three times.

- We often use *yet*, *just*, and *already* with the present perfect.

1 We use *yet* + the present perfect in ? and – sentences to ask if something has happened or to say if it hasn't happened. We put *yet* at the end of the sentence.

2 We use *just* in + sentences to say that something happened very recently. We put *just* before the main verb.

3 We use *already* in + sentences to say that something happened before now or earlier than expected. We put *already* before the main verb.

4B present perfect or past simple? (1)

present perfect: experiences and unfinished time

She**'s been** to New York three times. 4.16
Have you **ever been** to IKEA?
I**'ve never** met Nina's husband.
He**'s seen** that film twice.

- We often use the present perfect to talk about past experiences or to talk about the recent past when we don't specify a time. In questions and negatives we often use *ever* (= at any time in your life) and *never*.

present perfect or past simple?

A **Have** you **ever been** to Mexico? **B** Yes, I **have**. 4.17
A When **did** you **go** there? **B** I **went** last year.

A Jack**'s broken** his leg. **B** Oh no! When **did** that **happen**?
A Yesterday. He **broke** it playing football.

- Conversations about experiences or the recent past often begin in the present perfect (with a general question or some news) and then change to the past simple to ask for or give specific details, e.g. *when*, *what*, *where*, *who with*, etc.

been* and *gone

Compare the present perfect form of *be* and *go*.
Mike has ***been*** *to Paris.* = He went to Paris and came back.
Mike has ***gone*** *to Paris.* = He's in Paris now.

4C *something, anything, nothing*, etc.

people 4.19
+ **Somebody** / **Someone** has taken my pen!
– I didn't speak to **anybody** / **anyone** all weekend.
? Did **anybody** / **anyone** phone?
✗ No, **nobody** / **no one**. **Nobody** / **No one** phoned.

things
+ I bought **something** for dinner.
– I didn't do **anything** at the weekend.
? Is there **anything** in the fridge?
✗ No, **nothing**. There's **nothing** in the fridge.

places
+ Let's go **somewhere** this weekend.
– We didn't go **anywhere** this summer.
? Is there **anywhere** to park?
✗ No, **nowhere**. There's **nowhere** to park.

- We use *somebody / someone*, *something*, *somewhere*, etc. with a + verb when you don't say exactly who, what, or where.
- We use *anybody / anyone*, *anything*, *anywhere* in questions and negatives. We can also use *something* in a request or offer, e.g. *Would you like* ***something*** *to drink?* ***I didn't*** *do* ***anything*** *last night.* **NOT** ~~*I didn't do nothing*~~.
- We use *nobody / no one*, *nothing*, *nowhere* in short answers or in a sentence with a + verb.

***any*, *anything*, etc. + positive verb**

We also use *any*, *anything*, etc. + positive verb to mean 'it doesn't matter what, who, etc.', e.g.
You can come any day. = It doesn't matter which day you come.
Anybody can come to the party. = It doesn't matter who comes.
I can sleep anywhere. = It doesn't matter where I sleep.
You can bring anything. = It doesn't matter what you bring.

www.frenglish.ru

4A

a Write sentences with the present perfect.

[+] He / clean the car *He's cleaned the car.*

1 [+] She / buy a new jacket

2 [−] He / make the bed

3 [?] / you speak to Mr Jackson

4 [+] We / find a fantastic hotel

5 [−] They / finish eating

6 [?] / you see Ava recently

7 [?] / you put away your clothes

8 [−] We / unload the dishwasher

b Write sentences or questions with *yet*, *just*, or *already*.

He / make lunch. (already) *He's already made lunch.*

1 I / have / breakfast. (just)

2 / you / tidy / your room? (yet)

3 The film / start. (already)

4 I / not meet / his girlfriend. (yet)

5 They / get married. (just)

6 You're too late. He / go / home. (already)

7 We / speak / to him. (just)

8 I / not do / the ironing. (yet)

p.33

4B

a Complete with the verb in the present perfect.

Have you ever *broken* your leg? (break)

1 _____ you ever _____ clothes from that shop? (buy)

2 I _____ always _____ a pair of designer sunglasses. (want)

3 I _____ this book. Is it good? (not read)

4 We _____ to the new shopping centre. (not go)

5 _____ your husband ever _____ abroad? (live)

6 They _____ to South America twice. (go)

7 She _____ before. (not fly)

8 Luca _____ his girlfriend's family. (not meet)

9 _____ you _____ in this restaurant before? (eat)

10 Jenny _____ never _____ me about her family. (tell)

b Complete the dialogue with the present perfect or past simple.

A *Have* you *been* to the new shopping centre? (be)

B Yes, I [1]_____ there last month – it [2]_____ great. (go, be)

A [3]_____ you _____ anything? (buy)

B I [4]_____ a new pair of shoes. (get)

A [5]_____ they expensive? (be)

B Yes, very! [6]_____ you _____ any new clothes recently? (buy)

A No, but my partner [7]_____ me a jacket for my birthday last week. (give)

c Complete with *been* or *gone*.

A Where's Rob? **B** He's *gone* to the football match.

1 The kids aren't here. They've all _____ out.

2 Have you ever _____ to the swimming pool in town?

3 I haven't _____ to Tasha's new flat yet.

4 My cousin has _____ to live in France and she's really enjoying it.

5 Oh, good. Dad's _____ to the shop – the fridge is full.

p.34

4C

a Complete with *something*, *anything*, *nothing*, etc.

Are you doing *anything* tonight?

1 Did you meet _____ last night?

2 _____ phoned when you were out. They're going to call back later.

3 I've seen your wallet _____, but I can't remember where.

4 There's _____ interesting on at the cinema tonight. Let's stay in.

5 Did _____ see you when you left the house?

6 Did you go _____ exciting at the weekend?

7 I've bought you _____ really nice for Christmas!

8 I rang the doorbell, but _____ answered.

9 **A** What would you like for your birthday?
B _____! I really don't mind.

10 There's _____ to go swimming – the pool is closed.

b Answer with *Nobody*, *Nowhere*, or *Nothing*.

1 What did you do last night?
_____

2 Where did you go yesterday?
_____

3 Who did you see? _____

c Answer the questions in **b** with a full negative sentence.

1 I didn't do _____.

2 _____.

3 _____.

p.37

www.frenglish.ru

5A comparatives

adjectives

1 I'm **busier than** I was five years ago. 5.4
People are **more impatient** today **than** in the past.
2 I'm **less relaxed** this year **than** I was last year.
3 The service in this restaurant isn't **as good as** it was.

- To compare two people, places, or things we use:
  1 comparative adjectives.
  2 *less* + adjective.
  3 (*not*) *as* + adjective + *as*.

comparative adjectives

short	short**er**	one syllable: + *-er*
hot	hot**ter**	one vowel + one consonant: double final consonant
stressed	**more** stressed	one syllable adjectives ending in *-ed*: *more* + adjective
busy	bus**ier**	two syllable adjectives ending in consonant + *y*: ~~*y*~~ +*-ier*
relaxed	**more** relaxed	two or more syllables: *more* + adjective
good	**better**	irregular
bad	**worse**	irregular
far	**further**	irregular (also *farther*)

adverbs

1 People walk **more quickly than** in the past. 5.5
2 My brother speaks English, but **less fluently than** me.
3 She doesn't drive **as fast as** her brother.

- To compare two actions we use:
  1 comparative adverbs.
  2 *less* + adverb.
  3 (*not*) *as* + adverb + *as*.

comparative adverbs

quickly	**more** quickly	adverbs ending in *-ly*: *more* + adverb
fast	**faster**	irregular
hard	**harder**	irregular
well	**better**	irregular
badly	**worse**	irregular

Comparatives with pronouns

After comparatives + *than* or *as...as* we use an object pronoun (*me*, *her*, etc.) or a subject pronoun + auxiliary verb, e.g.

My brother's taller than ***me****. My brother's taller than* ***I am****.*
He's not as intelligent as ***her****. He's not as intelligent as* ***she is****.*

5B superlatives

1 Tokyo is **the cleanest** capital city in the world. 5.12
Spain is one of **the most popular** holiday destinations in Europe.
Camping is **the least expensive** way to go on holiday.
2 It's **the most beautiful** city **I've ever been to**.
It's **the best** film **I've seen** this year.

1 We use *the* + superlative adjectives to say which is the biggest, etc. in a group.

- After superlatives we use *in* + names of places or singular words for groups of people, e.g. *It's* ***the noisiest*** *city* ***in*** *the world. Ann's* ***the oldest in*** *the class.*
- We can also use *the least* + adjective, e.g. *the least expensive* OR *the cheapest*.

2 We often use *the* + superlative with the present perfect + *ever*.

adjective	comparative	superlative
cold	cold**er**	**the** cold**est**
thin	thin**ner**	**the** thin**nest**
healthy	health**ier**	**the** health**iest**
beautiful	**more** beautiful	**the most** beautiful
good	**better**	**the best**
bad	**worse**	**the worst**
far	**further**	**the furthest** (also the *farthest*)

5C quantifiers

too much, too many, too

1 I'm very stressed today. I have **too much work**. 5.18
My boss **talks too much**.
2 My diet is unhealthy. I eat **too many cakes** and sweets.
3 I don't want to go out tonight. I'm **too tired**.

- We use *too much*, *too many*, *too* to say 'more than is good'.

1 Use *too much* + uncountable noun (e.g. *coffee*, *time*) or after a verb.
2 Use *too many* + countable noun (e.g. *cakes*, *people*).
3 Use *too* + an adjective **NOT** ~~*I'm too much tired*~~.

(not) enough

1 Do you eat **enough vegetables**? 5.19
I don't drink **enough water**.
2 Jane doesn't **sleep enough**. She's always tired.
3 Our fridge isn't **big enough** for a family of five.
I don't go to bed **early enough** during the week.

1 Use *enough* before a noun to mean 'all that is necessary'.
2 Use *enough* after a verb with no object.
3 Use *enough* after an adjective or adverb.

www.frenglish.ru

5A

a Write sentences with a comparative adjective or adverb + *than*.

New York is more expensive than Miami. (expensive)

1 Modern computers are much _____ the early ones. (fast)

2 My mum is _____ me. (short)

3 This exercise is _____ the last one. (easy)

4 Newcastle is _____ from London _____ Leeds. (far)

5 I thought the third *Bridget Jones* film was _____ the first two. (bad)

6 Manchester United played _____ Arsenal. (good)

7 I'm _____ this year _____ I was last year. (stressed)

8 I'm working _____ this year _____ last year. (hard)

9 The new airport is _____ the old one. (big)

10 I'm not lazy – I just work _____ you! (carefully)

b Rewrite the sentences so they mean the same. Use *as...as*.

Luke is stronger than Tommy.
Tommy isn't as strong as Luke.

1 Adam is shorter than Jem.
Jem isn't _____ Adam.

2 Your bag is nicer than mine.
My bag isn't _____ yours.

3 Tokyo is bigger than London.
London isn't _____ Tokyo.

4 Tennis is more popular than cricket.
Cricket isn't _____ tennis.

5 Children learn languages faster than adults.
Adults don't _____ children.

6 I work harder than you.
You don't _____ me.

7 Nigeria played better than Egypt.
Egypt didn't _____ Nigeria.

p.41

5B

a Complete the sentences with a superlative.

Is Shanghai the biggest city in the world? (big)

1 The Polish are _____ people I've ever met. (generous)

2 Yesterday was _____ day of the year. (hot)

3 Early morning is _____ time to drive in the city centre. (bad)

4 She's _____ person in the company. (friendly)

5 This is _____ part of the exam. (important)

6 _____ time to visit New England is autumn. (good)

7 Mumbai is one of _____ cities in India. (populated)

8 _____ I've ever flown is to Bali. (far)

9 It was _____ film I've ever seen. (funny)

10 Aaron's daughters are all clever, but I think Rachel is _____. (clever)

b Write sentences with a superlative + *ever* + the present perfect.

It / good film / I / see
It's the best film I've ever seen.

1 It / windy place / I be to

2 She / nice woman / I / meet

3 It / easy exam / we / do

4 They / expensive trousers / I / buy

5 This / long book / I / read

6 He / hard-working person / I / see

7 It / bad meal / I / eat

8 He / interesting teacher / we / have

9 It / exciting job / I / do

p.42

5C

a Circle the correct form.

How *much* / *many* coffee do you drink?

1 He eats *too* / *too much* chocolate.

2 She eats *too much* / *too many* crisps.

3 Do you drink *enough water* / *water enough*?

4 I can't come. I am *too busy* / *too much busy*.

5 This suitcase isn't *enough big* / *big enough*.

6 My parents worry *too much* / *too many*.

7 You're always at home! You don't *enough go out* / *go out enough*.

8 I don't eat *enough vegetables* / *vegetables enough*.

b Complete the sentences with *too*, *too much*, *too many*, or *enough*.

You eat too much red meat. It isn't good for you.

1 I'm not very fit. I don't do _____ exercise.

2 They can't walk to school. It's _____ far.

3 There are _____ cars on the roads today.

4 She spends _____ time on the computer – it gives her headaches.

5 I don't read _____ – only five or six books a year.

6 I didn't buy the coat because it was _____ expensive.

7 There were _____ people at the hospital, so it was impossible to see a doctor.

8 I don't like watching films on my phone because the screen isn't big _____.

p.45

www.frenglish.ru

6A *will / won't* (predictions)

1 **A** I'm seeing Jessica at six. **B** She**'ll be** late. 6.4
The film's in French. We **won't understand** anything.

2 It's a great book. I'm sure you**'ll like** it.
I don't think it**'ll rain** tomorrow.

+		−	
I / You / He / She / It / We / They	**'ll** be late.	I / You / He / She / It / We / They	**won't be** late.

Contractions: *'ll = will*; *won't = will not*

?			✓			✗		
Will	I / you / he / she / it / we / they	be late?	**Yes,**	I / you / he / she / it / we / they	**will.**	**No,**	I / you / he / she / it / we / they	**won't.**

1 We often use *will / won't* + infinitive for future predictions, i.e. to say things we think, guess, or know about the future.

2 We often use *I think / I don't think / I'm sure* + *will*.
I think *he****'ll fail*** *the exam.* ***I don't think*** *he****'ll pass*** *the exam.*
NOT ~~*I think he won't pass*~~.

be going to for predictions

We can also use *be going to* for predictions when you know or can see something is going to happen (see **3A** p.138), e.g.
*Look at the clouds. It****'s going to*** *rain.*
*They're playing very well. They****'re going to*** *win.*

6B *will / won't / shall* (other uses)

decisions 6.10
I **won't stay** for dinner. I think I**'ll go** home early.

offers
I**'ll help** you with your homework. **Shall** I **open** the window?

promises
I**'ll** always **love** you. I **won't tell** anybody.

- We use *will / won't* + infinitive for making instant decisions, offers, and promises. We don't use the present tense.
*I****'ll help*** *you with those bags.* **NOT** ~~*I help you with those bags*~~.
- When an offer is a question, we use *Shall I...?* or *Shall we...?*
Shall I *pay?* ***Shall we*** *do the washing-up?*

6C review of verb forms: present, past, and future

tense	example	use 6.14
present simple	I **live** in the city centre. She **doesn't smoke**.	things that happen always or usually
present continuous	He**'s looking** for a new job.	things that are happening now or around now
	I**'m leaving** tomorrow.	things that we have arranged for the future
past simple	We **saw** a good film last night. We **didn't do** anything yesterday.	finished actions that happened once or more than once in the past
past continuous	He **was working** in Paris. What **were** you **doing** at 7.00?	actions that were in progress at a past time
be going to + infinitive	I**'m going to see** Tom tonight.	future plans
	Look! It**'s going to snow**.	predictions when we know / can see what's going to happen
will / won't + infinitive	You**'ll love** New York.	predictions
	I**'ll phone** her later.	instant decisions
	I**'ll help** you.	offers
	I**'ll pay** you back tomorrow.	promises
present perfect	I**'ve finished** the book.	recently finished actions (we don't say when)
	Have you **ever been** to Iran?	past experiences

www.frenglish.ru

6A

a Write sentences and questions with *will* / *won't*. Use contractions where you can.

− it / be easy to pass — It won't be easy to pass.

1 + I think they / lose the match

2 ? the meeting / be long

3 − she / get the job – she's not qualified enough

4 ? you / see him at work later

5 + I don't want to go. It / be impossible to park

6 − you / like that book

7 + I'm sure she / love the present I bought her

8 − there / be a lot of traffic in the morning

9 + you / find a good job, I'm sure

10 + everything / be OK, so there's no need to worry

b Complete with *will* + a verb from the list.

be (x2) get like pass snow

A Do you think the traffic will be bad?
B No, because it's a holiday today.

1 **A** Do you like this band?
B Yes, I think they _____ famous one day.

2 **A** Is this a good film?
B Yes, I'm sure you _____ it.

3 **A** Do you think it _____?
B No, it's not cold enough.

4 **A** What do you think James _____ me for my birthday?
B I'm sure it will be something nice.

5 **A** I'm so worried about the exam!
B Don't worry. I'm sure you _____.

p.48

6B

a Match the sentences.

It's hot in here. G

1 I'm thirsty. ___
2 I have a headache. ___
3 This exercise is hard. ___
4 I'm hungry. ___
5 These bags are heavy. ___
6 I left my wallet at home. ___
7 I need that photo urgently. ___
8 We haven't got any milk. ___

A I'll help you to do it.
B Shall I make you a sandwich?
C Shall I carry one for you?
D I'll lend you some money.
E I'll buy some on my way home.
F I'll email it to you now.
~~G Shall I open the window?~~
H Shall I turn off the music?
I I'll get you a glass of water.

b Complete the sentences with *will* / *won't* (or *shall*) + a verb.

buy call forget get ~~have~~ help pay take tell

A What would you like? **B** I'll have the fish.

1 **A** I can't do this crossword. **B** _____ you?

2 **A** It's a secret. **B** I _____ anyone, I promise.

3 **A** When will I hear from you again? **B** I _____ you tonight.

4 **A** Can I borrow €50?
B When _____ you _____ me back?

5 **A** It's my birthday next week. **B** Don't worry. I _____.

6 **A** I feel ill. **B** _____ I _____ you home?

7 **A** These shoes are too small.
B I _____ a bigger pair for you to try on.

8 **A** This chocolate you bought isn't very nice.
B Yes, I know. I _____ it again.

p.50

6C

a Complete the questions with one word.

I didn't see you at work last week. Were you ill?

1 _____ you often remember your dreams?

2 _____ you watch the match last night?

3 Who do you think _____ win the race next year?

4 _____ you been to the supermarket?

5 _____ your brother like rock music?

6 What _____ you going to watch on TV?

7 _____ it snowing when you left?

8 _____ you at the party last night?

9 _____ the film finished yet?

b Read the conversation. Put the verbs in the correct form.

A What are we doing tonight? (do)
B We [1]_____ dinner with Jack and Mary. (have)
A But we [2]_____ dinner with them last week! (have)
B Yes, but they [3]_____ to tell us some good news. (want)
A Oh, OK. [4]_____ I _____ some champagne? (buy)
...
B It's eight o'clock! Where [5]_____ you _____? (be)
A I'm sorry. When I [6]_____ home I [7]_____ to buy the champagne. And then I [8]_____ Mark, my friend from work, in the shop... (walk, decide, see)
B Well, hurry up. We [9]_____ late! (be)
A It's OK. I [10]_____ a taxi and I [11]_____ ready in five minutes. (already book, be)

p.53

www.frenglish.ru

7A uses of the infinitive with *to*

1 You need **to be** on time. Try **not to talk** too much. 7.2

2 It'll be nice **to meet** new people. It's important **not to be** late.

3 I don't know where **to go** or what **to do**.

4 **A** Why did you wear a suit?
B **To make** a good impression.
I wore a suit **to make** a good impression.

- The infinitive is the base form of the verb. It is often used with *to*. It can be positive (e.g. *to be*) or negative (e.g. *not to be*).

- We use the infinitive with *to*:
  1 after some verbs, e.g. *want*, *need*, *would like*, etc. See **Verb forms** p.166.
  2 after adjectives.
  3 after question words, e.g. *what*, *where*, *when*, etc.
  4 to say why you do / did something.
  I came to this school ***to learn*** *English.* **NOT** ~~*for learn English*~~.

Infinitive without *to*

Remember that we use the infinitive without *to* with auxiliary verbs (*do / does / didn't*) and after most modal verbs (*can*, *could*, *will*, *would*, etc.), e.g. *Do you* ***live*** *near here? Can you* ***help*** *me? I won't* ***forget****. What would you* ***do****?*

7B uses of the gerund (verb + *-ing*)

1 **Eating** outside in the summer makes me feel good. Happiness is **getting up** late and **not going** to work. 7.6

2 I love **having** breakfast in bed. I hate **not getting** to the airport early.

3 I'm thinking of **buying** a new car. Jim left without **saying** goodbye.

- The gerund is the base form of the verb + *ing*. It can be positive (e.g. *going*) or negative (e.g. *not going*).
- We use the gerund:
  1 as a noun, e.g. as the subject or object of a sentence.
  2 after some verbs, e.g. *like*, *love*, *hate*, *enjoy*, etc. See **Verb forms** p.166.
  3 after prepositions.

Remember the spelling rules for the *-ing* form. See **1C** p.134.

7C *have to, don't have to, must, mustn't*

have to, don't have to

[+] I **have to** speak English at work. She **has to** get up at seven every day. 7.11

[–] We **don't have to** wear a uniform at this school. He **doesn't have to** work on Saturdays.

[?] **Do** I **have to** buy a grammar book? What time **does** she **have to** get up in the morning?

- We use *have to* + verb (infinitive) to talk about rules and obligations.
- We use *don't have to* + verb (infinitive) to say that there is no obligation, or that something is not necessary.
- We use *do / does* to make questions and negatives. ***Do*** *I have to go?* **NOT** ~~*Have I to go?*~~
- We don't contract *have* or *has*. *I* ***have to*** *go*. **NOT** ~~*I've to go*~~.

must / mustn't

[+] You **must** do your homework tonight. She **must** tidy her room before she goes out. 7.12

[–] You **mustn't** leave your bags here. I **mustn't** forget to call her tonight.

[?] **Must** I go to bed now? When **must** we decide about the party?

- We use *must* + verb (infinitive without *to*) to talk about rules and obligations.
- *must / mustn't* are the same for all persons. (*mustn't = must not*)
- We use *mustn't* + verb (infinitive without *to*) to say something is prohibited.

must* and *have to

Must and *have to* are very similar, but there is a small difference. We normally use *have to* for a **general** obligation (a rule at work / school or a law), e.g. *We have to start work at seven*. We normally use *must* for a **personal** obligation (one that the speaker imposes), e.g. a parent to a child: *You must go to bed now!* But often we can use either *must* or *have to*.

mustn't* and *don't have to

Mustn't and *don't have to* have completely different meanings. Compare:

You ***mustn't*** *go.* = It's prohibited. Don't go.

You ***don't have to*** *go.* = You can go if you want to, but it's not obligatory / necessary.

Impersonal *you*

We often use *have to* and *must* with impersonal *you* (*you* = people in general), e.g.

You ***have to*** *wear a seatbelt in a car. You* ***mustn't*** *take photos in the museum.*

www.frenglish.ru

7A

a Match the sentence halves.

You need to be ready B
1 I don't know where
2 In my job it's important
3 I know you're tired, but try
4 We were late, so Simon offered
5 When you give a presentation, it's normal

A to give us a lift to the station.
~~B to show your ID at the gate.~~
C to feel nervous.
D to dress smartly.
E to park.
F to stay awake for the party.

b Complete the sentences with a positive or negative infinitive.

not be | do | not drive | ~~have~~ | learn | look for | not make | meet | pay

I'm planning to have a party next week.
1 **A** Hi, I'm Donatella. **B** I'm Renée. Nice _____ you.
2 What do you want _____ tonight? Stay in or go out?
3 Let's meet outside the cinema. I promise _____ late.
4 Try _____ a noise. The children are asleep.
5 I'd really like _____ a new language.
6 Be careful _____ too fast on the way home – the roads are icy.
7 My brother has decided _____ a new job.
8 The museum is free. You don't need _____ to go in.

p.56

7B

a Complete the sentences with a verb in the list using the gerund.

~~do~~ | not know | make | message | practise | remember | study | swim | travel

I really enjoy doing exercise. It makes me feel great!
1 One thing that always makes me happy is _____ in the sea.
2 You can't learn to play a musical instrument well without _____ regularly.
3 Xavier is very bad at _____ names.
4 _____ dinner for 20 people is hard work.
5 My niece spends hours _____ her friends.
6 I hate _____ the answer when somebody asks me a question.
7 _____ by train is usually cheaper than by plane.
8 Drew wants to go on _____ French for as long as he can. He'd like to speak it really fluently!

b Put the verbs using the gerund or infinitive.

I like listening to the radio in the mornings. (listen)
1 _____ Pilates is good for your health. (do)
2 We offered _____ for the meal. (pay)
3 We won't take the car. It's so expensive _____. (park)
4 I'm not very good at _____ directions. (give)
5 You can borrow the car if you remember _____ some petrol. (get)
6 Has it stopped _____ yet? (rain)
7 I don't mind _____, but I don't like _____ the washing-up. (cook, do)
8 I hate _____ in the dark during the winter. (get up)

p.58

7C

a Complete the sentences with the correct form of *have to*.

I don't have to go to school on Saturdays.
1 Katalin _____ study very hard – she has exams soon.
2 You _____ buy a ticket before you get on the bus. It costs £4 and the machine is over there.
3 _____ your cousin _____ go to London for her job interview?
4 Mick _____ wear a really ugly uniform at his new school. He hates it.
5 We _____ get up early tomorrow. Our flight leaves at 6.30.
6 Harry _____ work today – he has a day off.
7 Can you wait a moment? I _____ make a phone call.
8 _____ we _____ go to bed? It's only ten o'clock!

b Circle the correct form. Tick (✓) if both are possible.

We don't have to / *mustn't* go to school next week. It's the holiday.
1 You *don't have to* / *mustn't* cross the road when the traffic lights are red.
2 What *do I have to* / *must I* do when I finish this exercise?
3 The concert is free. You *don't have to* / *mustn't* pay.
4 We're late for the meeting. We *have to* / *must* go now.
5 You *don't have to* / *mustn't* leave the door open – the dog will get out.
6 I *have to* / *must* pay Suki back the money she lent me.
7 In Britain you *have to* / *must* drive on the left.
8 You *don't have to* / *mustn't* be tall to be good at football.

p.61

www.frenglish.ru

8A *should / shouldn't*

1 You **should** leave your boyfriend. 8.1
She's very stressed. She **shouldn't** work so hard.
You **shouldn't** drink coffee in the evening. It'll keep you awake.

2 I think you **should** get a new job.
I don't think you **should** speak to him.

1 We use *should / shouldn't* + verb (infinitive without *to*) to give somebody advice or say what we think is the right thing to do.
should / shouldn't is the same for all persons. (*shouldn't = should not*)

2 We often use *I think you should...* or *I don't think you should...*
NOT ~~*I think you shouldn't...*~~

ought to

You can also use *ought to / ought not to* instead of *should / shouldn't*, e.g.
*You **ought to** leave your boyfriend.*
*She **ought not to** work so hard.*

8B first conditional: *if* + present, *will / won't* + infinitive

1 **If** we **get** to the airport early, the flight **will be** delayed. 8.11
If you **tell** her the truth, she **won't believe** you.
What **will** you **do if** you **don't find** a job?

2 **If** you **don't go**, she **won't be** very pleased.
She **won't be** very pleased **if** you **don't go**.

3 **If** you **miss** the last bus, **get** a taxi.
If you **miss** the last bus, you **can get** a taxi.

1 We use *if* + present to talk about a possible situation and *will / won't* + infinitive to talk about the consequence.

2 The *if*-clause can come first or second. If the *if*-clause comes first, we usually put a comma before the next clause.

3 We can also use the imperative or *can* + infinitive instead of *will* + infinitive in the other clause.

8C possessive pronouns

Whose coat is it? It's my coat.	It's **mine**.	8.21
Whose jacket is it? It's your jacket.	It's **yours**.	
Whose phone is it? It's his phone.	It's **his**.	
Whose bag is it? It's her bag.	It's **hers**.	
Whose dog is it? It's our dog.	It's **ours**.	
Whose house is it? It's their house.	It's **theirs**.	

- We use possessive pronouns to talk about possession.
  *Is it **yours**? Yes, it's **mine**.*
- We use *Whose* to ask about possession.
  ***Whose** book is it? **Whose** is that bag?*
- We don't use possessive pronouns with a noun.
  NOT ~~*It's mine book*~~.
- We don't use *the* with possessive pronouns, e.g.
  *Is this **yours**?* **NOT** ~~*Is this the yours?*~~

pronouns and possessive adjectives overview

subject pronouns		object pronouns		possessive adjectives			possessive pronouns	
I	can come.	She loves	**me**.	This is	**my**	seat.	It's	**mine**.
You			**you**.		**your**			**yours**.
He			**him**.		**his**			**his**.
She			**her**.		**her**			**hers**.
It			**it**.		**its**			**its**.
We			**us**.		**our**			**ours**.
They			**them**.		**their**			**theirs**.

www.frenglish.ru

8A

a Complete the sentences with *should* or *shouldn't*.

You *should* stop smoking.

1 You _____ work really long hours every day.
2 You _____ lose a bit of weight.
3 You _____ eat more fruit and vegetables.
4 You _____ put so much sugar in your coffee.
5 You _____ start doing some exercise.
6 You _____ drink less alcohol.
7 You _____ drink more water.
8 You _____ go to bed so late.

b Complete the sentences with *should* or *shouldn't* + a verb in the list.

be buy book drive ~~leave~~ relax spend study wear

We *should leave* now. It's getting late.

1 You _____ a scarf. It's really cold today.
2 I _____ this afternoon. I have an exam tomorrow.
3 You _____ a holiday. You need a break.
4 You look really ill. You _____ at work.
5 She _____ more. She's very stressed at the moment.
6 You _____ so fast – this road's very dangerous.
7 I _____ less time on my phone.
8 You _____ him an iPad – he's too young.

p.64

8B

a Match the sentence halves.

If you leave now, C
1 The hotel will be cheaper
2 If you don't hear from me this afternoon,
3 You'll learn more quickly
4 If you get that new job,
5 You won't pass your driving test
6 If I lend you this book,

A if you don't have enough lessons.
B will you remember to give it back?
~~C you'll catch the 8.00 train.~~
D if you book it early.
E if you come to every class.
F will you earn more money?
G call me this evening.

b Complete the sentences with the correct form of the verbs.

If we *start* walking, the bus *will come*. (start, come)

1 If you _____ me what really happened, I _____ anybody else. (tell, not tell)
2 If I _____ it down, I _____ it. (not write, not remember)
3 _____ you _____ me if you _____ any news? (call, get)
4 She _____ you if you _____ her nicely. (help, ask)
5 I _____ you if I _____ from Alex. (phone, hear)
6 You _____ your friends if you _____ to Paris. (miss, move)
7 If you _____ carefully, you _____ everything. (listen, understand)
8 Your boss _____ pleased if you _____ late for work today. (not be, be)
9 I _____ you home if you _____ me directions. (drive, give)
10 If you _____ an umbrella, it _____! (not take, rain)

p.66

8C

a Circle the correct form.

Whose car is that? It's *her* / *hers*.

1 This isn't *my* / *mine* pen, it's Isaac's.
2 I think this book is *your* / *yours*.
3 This isn't your suitcase, it's *ours* / *our*.
4 Where's Grace? I think these are *her* / *hers* gloves.
5 These keys are *mine* / *the mine*.
6 They showed us all *theirs* / *their* holiday photos.
7 These seats are *theirs* / *their*, not ours.
8 Is this *yours* / *your* bag?
9 This isn't my [illegible] it's *hers*.

b Complete the sentences with a pronoun or a possessive adjective.

This isn't my coffee, it's yours. Where's *mine*?

1 **A** Is that Sue's car?
B No, it's her boyfriend's. _____ is a white Peugeot.
2 Maya has a new boyfriend, but I haven't met _____ yet.
3 Look. Here's a photo of Alex and Kim with _____ new baby.
4 We've finished paying for our house, so it's _____ now.
5 These are your tickets. Can you give Maria and Marta _____?
6 We're lost. Can you tell _____ how to get to the station?
7 Would you like to see _____ garden? We've got some beautiful flowers.
[illegible] for _____ beautiful cards.

p.69

www.frenglish.r

9A second conditional: *if* + past, *would / wouldn't* + infinitive

1 **If** a cow **attacked** me, I**'d run** away. 9.3
If she **didn't have** a dog, she **wouldn't do** any exercise.
Would you **go** for a swim **if** there **were** sharks in the sea?

2 **If** I **had** more time, I**'d do** more exercise.
I**'d do** more exercise **if** I **had** more time.

3 **If** we **went** by car, we **could stop** at places on the way.

1 We use *if* + past to talk about an imaginary or hypothetical future situation and *would / wouldn't* + infinitive to talk about the consequence.

- *would* + infinitive is sometimes known as the conditional tense. We also use it without an *if*-clause to talk about imaginary or hypothetical situations, e.g. *I'd never have a cat as a pet. They'd be happier in a bigger house.*
- *would / wouldn't* = is the same for all persons. Contractions: *'d = would* (*I'd*, *you'd*, *he'd*, etc.); *wouldn't = would not*.

2 In a second conditional the *if*-clause can come first or second. If the *if*-clause comes first, we usually put a comma before the next clause.

3 We can also use *could* + infinitive instead of *would* + infinitive in the other clause.

be in second conditionals

With the verb *be* we can use *were* (instead of *was*) after *I / he / she / it*, e.g.

*If Jack **was** / **were** here, he'd know what to do.*

Use *were* (not *was*) in the expression *If I were you,....*

We often use this expression for advice, e.g.

***If I were you**, I wouldn't take that job.*

first or second conditional?

Compare the first and second conditionals:

- We use the **first conditional** for **possible** future situations.
  *If I **don't have to** work tomorrow, I**'ll help** you.* (= It's a possibility. Maybe I will help you.)
- We use the **second conditional** for **imaginary** or **hypothetical** situations.
  *If I **didn't have to** work tomorrow, I**'d help** you.* (= It's a hypothetical situation. I have to work, so I can't help you.)

9B present perfect + *for* and *since*

A Where do you live now? 9.5
B In Manchester.
A **How long have** you **lived** there?
B I**'ve lived** there **for** 20 years.

B Where does your sister work?
A In a primary school.
B **How long has** she **worked** there?
A She's **worked** there **since** 2015.

- We use the present perfect + *for* and *since* to talk about actions and states which started in the past and are still true now.
  *I**'ve lived** in Manchester **for** 20 years.* = I came to live in Manchester 20 years ago and I live in Manchester now.
- We don't use the present simple in this type of sentence, e.g. **NOT** ~~*I live in Manchester for 20 years*~~.
- We use *How long...?* to ask questions about the duration of an action or a state, e.g. *How long have you been married?*

***for* or *since*?**

- We use *for* + a period of time, for example, ***for** two weeks*, ***for** ten years*, etc.
  *I've had this car **for** three months.*
- We use *since* with the beginning of a period of time, e.g. ***since** 2014*, ***since** last June*, etc.
  *I've been afraid of spiders **since** I was a child.*

9C present perfect or past simple? (2)

1 **A** How long **was** Sidney Poitier married to his first wife? 9.13
B He **was** married to her for 15 years.
A What role **did** he **play** in *To Sir, with Love*?
B He **played** a teacher.

2 **A** How long **has** Denzel Washington **been** married?
B He**'s been** married since 1983.
A What kind of roles **has** he **played**?
B He**'s played** many roles in Shakespeare plays.

1 We use the **past simple** to talk about a finished period of time in the past. Sidney Poitier is dead, so **NOT** ~~*He has been married to her for 15 years*~~.

- We can use *for* with the past simple for a finished period of time in the past.

2 We use the **present perfect** with *for* and *since* to talk about an unfinished period of time, from the past until now. Denzel Washington is still alive and still married.

- Compare the past simple and the present perfect.
  *Jack **was** married for ten years.* = Jack is not married now. He's divorced or dead.
  *Jack **has been** married for ten years.* = Jack is married now. He got married ten years ago.

www.frenglish.ru

9A

a Match the sentence halves.

You'd feel much better [A]
1 I'd enjoy the weekend more [ ]
2 If you didn't have to study for your exams, [ ]
3 Would you really wear a suit [ ]
4 If we took a taxi, [ ]
5 I wouldn't work [ ]
6 If I went to live in London, [ ]

~~A if you did some exercise.~~
B would you come to visit me?
C if I bought one for you?
D we could go out tonight.
E if I didn't have to work on Saturday.
F we would get there sooner.
G if I didn't need the money.

b Complete the sentences with the correct form of the verb to make second conditional sentences.

If I found a good job, I would move to the USA. (find, move)
1 We _____ a dog if we _____ a garden. (get, have)
2 If you _____ Indian food, I'm sure you _____it. (try, like)
3 I _____ it if I _____ it. (not buy, not like)
4 If we _____ a car, we _____ drive to the mountains. (hire, can)
5 We _____ our children more often if they _____ nearer. (see, live)
6 I _____ to that restaurant if I _____ you – it's very expensive. (not go, be)
7 You _____ more if you _____ more homework. (learn, do)
8 I _____ to work if the traffic _____ so bad. (cycle, not be)
9 _____ you _____ abroad if you _____ a well-paid job? (work, find)
10 I love living here. I _____ happy if I _____ leave. (not be, have to)

p.73

9B

a Write questions with *How long* and the present perfect.

/ you / be married How long have you been married?
1 / you / be afraid of flying _____?
2 / your sister / have her new car _____?
3 / they / live in this town _____?
4 / your dad / be a teacher _____?
5 / you / know your boyfriend _____?
6 / Spain / be in the EU _____?
7 / you / have your cat _____?
8 / Dan / be in this class _____?

b Answer the questions in **a**. Use the present perfect + *for* or *since*.

I've been married for 20 years.
1 I _____ I was about 15.
2 She _____ three weeks.
3 They _____ a long time.
4 He _____ more than 20 years.
5 I _____ May.
6 It _____ 1986.
7 We _____ about two years.
8 He _____ last month.

p.75

9C

a Circle the correct form.

She was / *She's been* ill since May.
1 *Martyn left* / *Martyn has left* school two years ago.
2 *I lived* / *I've lived* in Cardiff for two years, but then I moved to Swansea.
3 *Hana was* / *Hana's been* in this company since April.
4 *My sister had* / *My sister has had* her baby yesterday!
5 I work in a travel agency. *I worked* / *I've worked* there for 20 years.
6 *The city changed* / *The city has changed* a lot since I was a child.
7 They're divorced now. *They were* / *They have been* only married for three years.
8 *I met* / *I've met* Leah when I *was* / *have been* on holiday in Italy.

b Complete with the present perfect or past simple.

1 **A** Where does your uncle live?
B In Lima, Peru.
A How long _____ there? (he / live)
B Only for six months. He _____ there last September. (move)

2 **A** When _____? (Picasso / die)
B In 1977, I think. In Paris.
A How long _____ in France? (he / live)
B For a long time. He _____ Spain when he was 25. (leave)

3 **A** My brother and his wife get on very well.
B How long _____ married? (they / be)
A They _____ married since 1995. They _____ at university. (be, meet)
B Really? What university _____ they _____ to? (go)

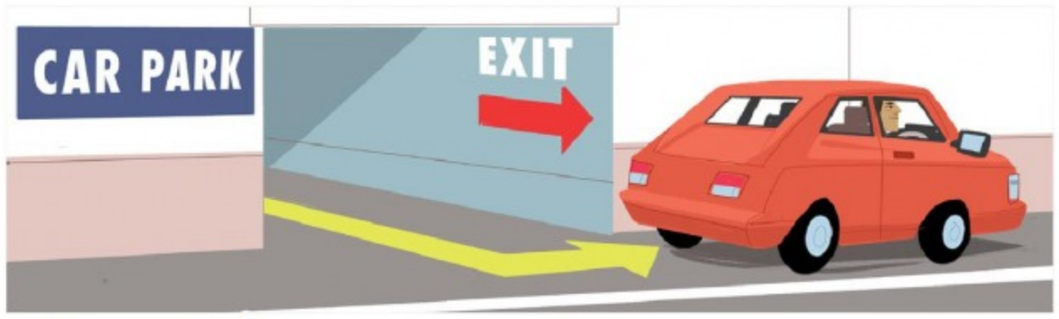
p.77

www.frenglish.ru

10A expressing movement

10.4

The ball **went over** the goalkeeper's head and **into** the goal.



He **drove out of** the car park and **along** the street.

I **ran over** the bridge and **across** the park.

- To express movement we use a verb of movement, e.g. *go*, *come*, *run*, *walk*, etc. and a preposition (or adverb) of movement, e.g. *up*, *down*, *away*, etc.

come or *go*?

We use *come* for movement towards you, and *go* for movement away from you.

in or *into*? *out* or *out of*?

We use *into* / *out of* + noun.

*Come **into** the living room.* *He went **out of** the house.*

We use *in* / *out* if there isn't a noun.

*Come **in**.* *He went **out**.*

See **Expressing movement** p.170.

10B word order of phrasal verbs

10.6

1 What time do you **get up**?
I don't usually **go out** during the week.

2 **Put on** your coat. **Put** your coat **on**. **Put** it **on**!
Turn off the TV. **Turn** the TV **off**. **Turn** it **off**.

3 I'm **looking for** my glasses.
A Have you found your glasses?
B No, I'm still **looking for** them.

- A phrasal verb = verb + particle (preposition or adverb), e.g. *get up*, *go out*, *turn on*, *look for*.

1 Some phrasal verbs don't have an object, e.g. *get up*, *go out*.

2 Some phrasal verbs have an object and are separable. With these phrasal verbs we can put the particle (*on*, *off*, etc.) before or after the object.

- When the object is a pronoun (*me*, *it*, *him*, etc.) it always goes between the verb and particle.
Here's your coat. Put it on. **NOT** ~~*Put on it*~~.

3 Some phrasal verbs have an object and are inseparable, e.g. *look for*. With these phrasal verbs the verb (e.g. *look*) and the particle (e.g. *for*) are never separated.
*I'm **looking for** my glasses.* **NOT** ~~*I'm looking my glasses for*~~.

- See **Phrasal verbs** p.171.

10C the passive: *be* + past participle

10.13

Present: *am* / *is* / *are* + past participle
+ 20 billion pieces of Lego **are produced** every year.
– CDs **aren't used** very much nowadays.
? **Is** Spanish **spoken** in New Mexico?

Past: *was* / *were* + past participle
+ The hot-air balloon **was invented** by two Frenchmen.
– Stamps **weren't invented** until 1840.
? When **was** the mobile phone **invented**?

- We can often say things in two ways, in the active or in the passive.
*Adolphe Sax **invented** the saxophone.* (**active**)
*The saxophone **was invented** by Adolphe Sax.* (**passive**)
- In the **active** sentence, the focus is more on **Adolphe Sax**.
- In the **passive** sentence the focus is more on **the saxophone**.
- We often use the passive when it isn't known or isn't important who does or did the action.
*My car **was stolen** last week.*
*Volvo cars **are made** in Sweden.*
- We use *by* to say who did the action.
The Lord of the Rings *was written **by** Tolkien.*

www.frenglish.ru

10A

a Circle the correct word.

I lost my phone signal when we went *across* / *through* a tunnel.

1 We ran *to* / *down* the sea, and jumped *into* / *out of* the water.

2 If you go *over* / *past* the bank, you'll see the supermarket on the right.

3 Ethan walked *along* / *across* the street until he came to a big house.

4 Look! We're flying *on* / *over* the mountains now.

5 The dog started to run *towards* / *to* me, but then it suddenly stopped.

6 We cycled *over* / *out* of the bridge and *in* / *into* the park.

7 In the 800 metres, the runners run *round* / *across* the track twice.

8 The cat suddenly ran *across* / *through* the road.

b Complete the sentences with the correct word.

Alex jumped *into* his car and drove away.

1 When I was walking under the bridge, a train went _____ it.

2 Come _____. The door's open.

3 This is the first floor. Go _____ the stairs – the office is on the second floor.

4 He walked _____ the café and ordered some lunch.

5 Go _____ of the building and turn left.

6 Go _____! I don't want to talk to you.

7 I cycle _____ a big hill on my way home. I go really fast!

p.80

10B

a Circle the correct form. If both are correct, tick (✓) the box.

Turn off your phone / *Turn your phone off* before the film starts. ✓

1 Tonight I have to *look my little sister after* / *look after my little sister.* ☐

2 Let's *go out this evening* / *go this evening out.* ☐

3 I'll *drop off the children* / *drop the children off* at school on my way to work. ☐

4 My husband is *looking for a new job* / *looking a new job for.* ☐

5 You should *throw away those old jeans* / *throw those old jeans away.* ☐

6 I don't like shopping for clothes online – I prefer to *try them on* / *try on them* before I buy them. ☐

7 *Take off your shoes* / *Take your shoes off* before you come in. ☐

8 We're meeting my mother tomorrow – I think you'll really *get on with her* / *get on her with.* ☐

9 If the jacket doesn't fit, you should *take back it* / *take it back* to the shop. ☐

10 What time do you *get up in the morning* / *get in the morning up*? ☐

b Complete the sentences with *it* or *them* and a word from the list.

back down in on (x2) up (x3)

I can't hear the radio. Turn *it up*.

1 Your clothes are on the floor. Pick _____.

2 Here's your coat. Put _____.

3 **A** What does this word mean?
B Look _____.

4 To get your passport there are three forms. Please fill _____ now.

5 You remember that money I lent you? When can you give _____?

6 **A** Is the match on TV?
B I don't know. Turn _____ and see.

7 You won't remember my address. Write _____.

p.83

10C

a Complete with the present or past passive.

The Eiffel Tower *was completed* in 1889. (complete)

1 One of the first computer languages _____ by Grace Hopper. (develop)

2 In the UK, most children _____ in state schools. (educate)

3 DNA _____ first _____ in 1869. (discover)

4 This morning, I _____ by my neighbour's dog. (wake up)

5 Cricket _____ in the summer in the UK. (play)

6 The songs on this album _____ last year. (write)

7 Millions of electric cars _____ in China every year. (make)

8 Carols are songs which _____ at Christmas. (sing)

9 These birds _____ in northern Europe. (not usually see)

10 The London Eye _____ on 31 December 1999. (open)

b Rewrite the sentences in the passive, beginning with the highlighted words.

Shakespeare wrote Hamlet in 1603.
Hamlet was written by Shakespeare in 1603.

1 Christopher Wren designed St Paul's Cathedral.

2 An Italian company produces this olive oil.

3 The Egyptians developed the first toothpaste.

4 Spielberg didn't direct the Star Wars films.

5 Leonardo da Vinci painted the *Mona Lisa*.

6 The French didn't invent glass.

7 JK Rowling wrote the Harry Potter books.

8 They make Kia cars in Korea.

p.85

www.frenglish.ru

11A *used to / didn't use to*

[+] When I was a child **I used to** play in the streets. 11.4
My brother **used to** have very long hair when he was a student.

[−] Nick **didn't use to** go out much, but now he goes out every night.
I **didn't use to** like vegetables, but now I love them.

[?] **A** **Did** you **use to** wear a uniform at school? **B** Yes, I did.
A **Did** you **use to** like your teachers? **B** No, I didn't.

- We use *used to / didn't use to* + verb to talk about things that happened repeatedly or were true for a long period of time in the past, but are usually not true now, e.g. things which happened when you were a child.
- *used to / didn't use to* is the same for all persons.

! Be careful with negatives and questions:
I didn't use to like maths. **NOT** ~~*I didn't used to like maths.*~~
Did you use to like maths? **NOT** ~~*Did you used to like maths?*~~

- Instead of *used to* you can use the past simple with an adverb of frequency.
When I was a child I often played in the street.

used to or usually?

used to is only for talking about the past.
For habits in the present, we use *usually* + present simple, **NOT** ~~*use to*~~.
I usually cook *in the evenings.*
NOT ~~*I use to cook in the evenings.*~~

11B *might / might not* (possibility)

We **might** have a picnic tomorrow, but it depends on the weather. 11.9

Karen **might** come with us tomorrow, but she's not sure yet.

I **might not** take my laptop on holiday. I haven't decided yet.

We **might not** see the boss today. I think she's away.

- We use *might / might not* + verb (infinitive without *to*) to say that perhaps you will or won't do something.
- *We might have a picnic tomorrow.* = Perhaps we will have a picnic tomorrow.
- *might / might not* is the same for all persons.
- *might not* is not usually contracted.

may / may not

We can also use *may* instead of *might* for possibility, e.g.
*We **may** have a picnic tomorrow.*
*I **may not** take my laptop on holiday.*

11C *so, neither* + auxiliaries

1 **A** I love classical music. 11.17
B **So do I.**
A I went to a classical concert last night.
B **So did I.**

2 **A** I'm not married.
B **Neither am I.**
A I don't want to get married.
B **Neither do I.**

- We use *So do I*, *Neither do I*, etc. to say that you have something in common with somebody.

1 Use *So* + auxiliary + *I* to respond to positive sentences.

2 Use *Neither* + auxiliary + *I* to respond to negative sentences.

- The auxiliary we use after *So...* and *Neither...* depends on the tense of the verb that the other speaker uses.

present simple	**A** I don't like classical music.	**B** Neither **do** I.
present continuous	**A** I'm having a great time	**B** So **am** I.
can / can't	**A** I can swim.	**B** So **can** I.
past simple	**A** I didn't like the film. **A** I was very tired.	**B** Neither **did** I. **B** So **was** I.
would / wouldn't	**A** I wouldn't like to go there.	**B** Neither **would** I.
present perfect	**A** I've been to Brazil.	**B** So **have** I.

! Be careful with the word order.
So do I / Neither do I. **NOT** ~~*So I do / Neither I do.*~~

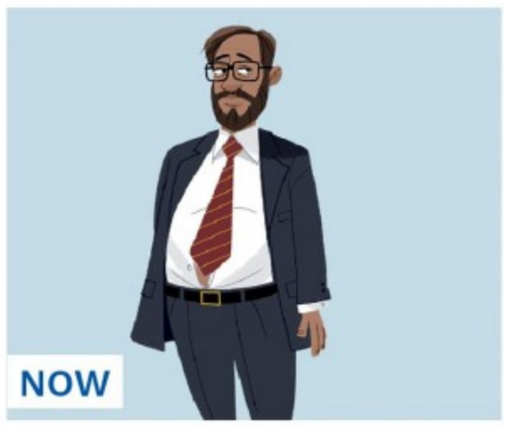
neither* and *nor

We can also use *nor* instead of *neither*, e.g.
A *I didn't like the film.* **B** ***Nor*** / ***Neither*** *did I.*
Neither is usually pronounced /ˈnaɪðə/, but can also be pronounced /ˈniːðə/.

www.frenglish.ru

11A

a Look at how Alex has changed. Write five sentences about how he was before with *He used to* or *He didn't use to*.



He used to be slim.

1 _____ long hair.

2 _____ glasses.

3 _____ a beard.

4 _____ football.

5 _____ a tie.

b Make sentences with *used to*, *didn't use to*, or *did ... use to?*

? you / have long hair Did you use to have long hair?

1 + Angie / hate maths, but she loves it now

2 ? you / work hard when you were at university

3 − I / like reading when I was a child

4 ? what / you / do in the summer holidays when you were young

5 − the British / cook with olive oil, but now it's very popular

6 + this restaurant / be a cinema in the 1960s

7 ? your wife / eat meat, or has she always been a vegetarian

8 − I / be interested in athletics, but now I always watch it

9 ? you / have a motorbike when you were a student

10 + telegrams / be the quickest way to send important messages

p.88

11B

a Match the sentences.

Take some sun cream. D

1 Let's buy a lottery ticket. ___

2 Can you phone the restaurant? ___

3 Don't finish the milk. ___

4 Let's use the satnav. ___

5 You should try the shirt on. ___

6 Don't wait for me tonight. ___

7 Be careful with that knife! ___

8 Ask how much it costs. ___

A Someone might want some for breakfast.

B It may not be your size.

C We might get lost.

~~D It might be really hot.~~

E We may not have enough money.

F You might cut yourself.

G It may be closed on Sundays.

H We might win.

I I may finish work late.

b Complete the sentences with *might* + a verb phrase in the list.

be cold be ill be in a meeting
~~go to the cinema~~ have the pasta
not have time not like it

I'm not sure what to do tonight.
I might go to the cinema.

1 Kim isn't at school today. She _____.

2 His phone is turned off. He _____.

3 It's an unusual book. You _____.

4 I don't know if I'll finish this today.
I _____.

5 I'm not sure what to order. I _____.

6 Take a warm jacket. It _____ later.

p.90

11C

a Complete **B**'s answers with an auxiliary verb.

A I love chocolate ice cream. **B** So do I.

1 **A** I'm really thirsty. **B** So _____ I.

2 **A** I didn't go out last night. **B** Neither _____ I.

3 **A** I was born in Rome. **B** So _____ I.

4 **A** I don't eat meat. **B** Neither _____ I.

5 **A** I've been to Moscow. **B** So _____ I.

6 **A** I can't sing. **B** Neither _____ I.

7 **A** I'd like to go to Bali. **B** So _____ I.

8 **A** I saw a great film last week. **B** So _____ I.

9 **A** I wouldn't like to be famous. **B** Neither _____ I.

10 **A** I can play rugby. **B** So _____ I.

b Respond to **A**. Say you are the same. Use *So...I* or *Neither...I*.

A I don't like Indian food. Neither do I.

1 **A** I live near the football stadium. _____

2 **A** I'm not afraid of snakes. _____

3 **A** I went to bed late last night. _____

4 **A** I haven't been to Canada. _____

5 **A** I don't have any pets. _____

6 **A** I can speak three languages. _____

7 **A** I'll have the chicken with rice. _____

8 **A** I'm waiting for Maria. _____

p.93

www.frenglish.ru

12A past perfect

+	When I woke up the garden was all white. It **had snowed** during the night.	12.1
	I suddenly realized that I**'d left** my phone in the taxi.	
−	We got home just in time – the match **hadn't started**.	
	When she got to class, she realized that she **hadn't brought** her book.	
?	**A** I went to Paris last weekend. I really loved it.	
	B **Had** you **been** there before?	
	A No, I **hadn't**.	

- We use the past perfect when we are already talking about the past and want to talk about an earlier past action.

  *When I woke up the garden was all white. It **had snowed** during the night.* = It snowed before I woke up.

- We make the past perfect with *had* / *hadn't* + the past participle.
- The form of the past perfect is the same for all persons.
- *had* is sometimes contracted to *'d*.

had or would?

Be careful, *'d* can be *had* or *would*.

*I didn't know that you**'d** found a new job.* (*'d* = had)

*If you went by taxi, you**'d** get there much quicker.* (*'d* = would)

12B reported (or indirect) speech

direct speech	reported speech	12.4
'**I love you.**'	He said (that) **he loved me**.	
'**I've just arrived.**'	She said (that) **she had just arrived**.	
'**We'll come** at eight.'	He told me (that) **they would come** at eight.	
'**I don't want** to go to the party.'	Jack told Anna (that) **he didn't want** to go to the party.	

- We use reported speech to tell somebody what another person said.
- We often introduce reported speech with *said* or *told* (+ person).
- After *said* or *told* **that** is optional, e.g. *He said* (***that***) *he loved me*.
- Pronouns often change in reported speech, e.g. *I* changes to *he* or *she*. *'**I**'m tired.'* ***She*** *told me* (*that*) *she was tired.*
- Verb tenses change like this:

direct speech	reported speech
'**I can** help you.' (present simple)	He said (that) he **could** help me. (past simple)
'**I'm driving**.' (present continuous)	She said (that) she **was driving**. (past continuous)
'**I'll call** you.' (will)	He told me (that) he **would call** me. (would)
'**I met** a girl at a party.' (past simple)	John told me (that) he **had met** a girl at a party. (past perfect)
'**I've broken** my arm.' (present perfect)	Sara said (that) she **had broken** her arm. (past perfect)

say or tell?

We use *say* or *tell* in reported speech. They mean the same thing, but they are used differently.

We use *say* without an object or pronoun.

He said (*that*) *he loved me.*

NOT ~~*He said me (that) he loved me.*~~

We use *tell* with an object or pronoun.

He told me (*that*) *he loved me.*

NOT ~~*He told (that) he loved me.*~~

12C questions without auxiliaries

subject	verb		12.7
Who	**painted**	*The Milkmaid*?	
Which actor	**won**	the Oscar for Best Actor in 2002?	
How many people	**live**	near the school?	
Who	**wants**	a cup of coffee?	

- When the question word (*Who?*, *What?*, *Which?*, *How many?*, etc.) is the subject of the verb in the question, we don't use an auxiliary verb (*do* / *does* / *did*).
  Who painted *The Milkmaid*? **NOT** ~~*Who did paint...?*~~
- In most other questions in the present and past simple we use the auxiliary verb *do* / *does* / *did* + the infinitive.
  *What music **do** you like?* **NOT** ~~*What music you like?*~~
- See **1A** p.134.

www.frenglish.ru

12A

a Match the sentence halves.

I couldn't get into my flat because C
1 When our friends arrived for dinner, ___
2 I took the jacket back to the shop because ___
3 Lola didn't come with us because ___
4 I turned on the TV news ___
5 He was nervous because ___
6 When I got to the supermarket checkout, ___

A she'd made other plans.
B I realized that I'd left my wallet at home.
~~C I'd lost my keys.~~
D I'd bought the wrong size.
E it was the first time he'd flown.
F to see what had happened.
G we hadn't finished cooking.

b Complete the sentences. Put the verbs in the past simple or past perfect.

We *didn't get* a table in the restaurant because we *hadn't booked*. (not get, not book)

1 Katie _____ a lot, and I _____ her. (change, not recognize)
2 My friend _____ to tell me that I _____ my coat in his car. (call, leave)
3 When I _____ the radio, the news _____. (turn on, already finish)
4 She _____ me the game because she _____ it yet. (not lend, not play)
5 The bar _____ by the time we _____. (close, arrive)
6 When we _____ home, we saw that somebody _____ the kitchen window. (get, break)
7 When we _____ in the morning, we _____ that someone _____ in our garden. (get up, see, be)

p.97

12B

a Write the sentences in reported speech.

'I love you.'
He told her that he *loved her*.

1 'I'm hungry.'
Ana said that she _____.
2 'I don't like dogs.'
Jun told her he _____.
3 'I'll call the doctor.'
He said he _____.
4 'I've bought a new phone.'
Adi told us that he _____.
5 'I live in the city centre.'
She said that she _____.
6 'We can't do it!'
They said that they _____.
7 'I saw a great film at the cinema.'
Jemma said that she _____.

b Write the sentences in direct speech.

He told her that he was a doctor.
He said: '*I'm a doctor*.'

1 She said that she was studying German.
She said: '_____.'
2 Tony told me that his car had broken down.
Tony said: '_____.'
3 Ingrid said that she would send me an email.
Ingrid said: '_____.'
4 Wanda and Jack said they were in a hurry.
Wanda and Jack said: '_____.'
5 He said he hadn't finished his essay yet.
He said: '_____.'
6 Valeria told us that she wouldn't arrive on time.
Valeria said: '_____.'
7 Nicki said he had just arrived in London.
Nicki said: '_____.'

p.98

12C

a Circle the correct question form.

What *you did* / *did you do* last night?

1 What *happened* / *did happen* to you?
2 What *means this word* / *does this word mean*?
3 How many people *came* / *did come* to the meeting?
4 Which bus *goes* / *does go* to the city centre?
5 Which film *won* / *did win* the most Oscars this year?
6 What *said the teacher* / *did the teacher say*?
7 Who *made* / *did make* this cake? It's delicious!

b Write the questions. Do you know the answers?

When *did the International Space Station first open*?
(the International Space Station / first open)

1 How many times _____ Wimbledon? (Serena Williams / win)
2 Which African country _____ with the letter 'K'? (start)
3 Which books _____? (George RR Martin / write)
4 Which famous Brazilian footballer _____ in December 2022? (die)
5 Which sport _____ the lightest ball? (use)
6 Where _____? (the 2024 Olympics / take place)
7 Which Mexican artist _____ in the Blue House? (be born)

p.100

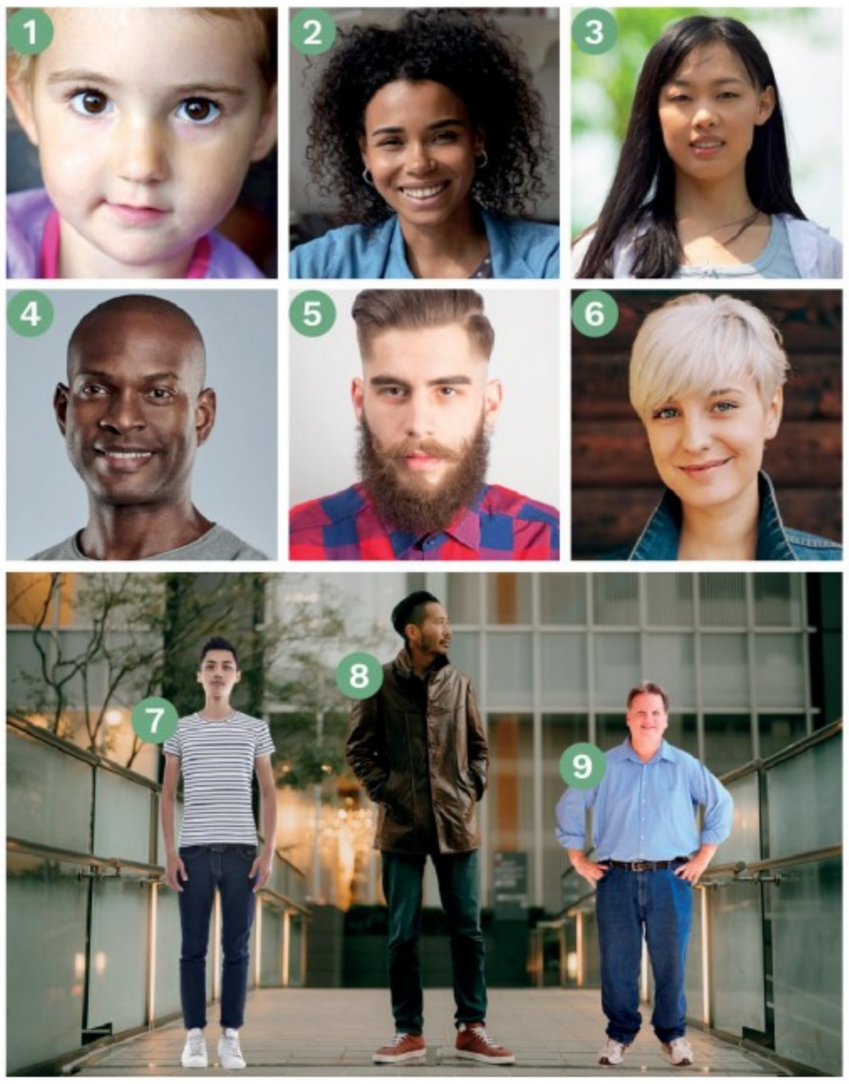
www.frenglish.ru

Describing people

Vocabulary Bank

1 Appearance
What does he / she look like?

a Match the sentences and photos.



- She has curly /ˈkɜːli/ dark hair.
- She has long straight /streɪt/ hair.
- She has big brown eyes /aɪz/.
- She has short blonde hair.
- He has a beard /bɪəd/ and a moustache /məˈstɑːʃ/.
- He's bald /bɔːld/.
- He's very tall and slim.
- He's average height /haɪt/ and very thin.
- He's quite short and a bit overweight /ˌəʊvəˈweɪt/.

b **1.9** Listen and check.

c Cover the phrases and look at the photos. Test yourself or a partner.

Using two or more adjectives together

We often use two or more adjectives together (without *and*) to describe hair or eyes, e.g. *She has long straight blonde hair* or *He has big brown eyes*. Adjectives go in this order: **size → style → colour** + noun.

2 Personality *What's he / she like?*

a Match the adjectives to the definitions.

extrovert /ˈekstrəvɜːt/ ~~friendly~~ /ˈfrendli/ funny /ˈfʌni/
generous /ˈdʒenərəs/ hard-working /hɑːd ˈwɜːkɪŋ/
talkative /ˈtɔːkətɪv/ warm /wɔːm/

		Adjective	Opposite
1	A person who behaves in a pleasant way and wants to help people is	friendly	
2	A person who talks a lot is		
3	A person who likes giving people things is		
4	A person who is enthusiastic and loving to other people is		
5	A person who puts a lot of effort into their work is		
6	A person who makes people laugh is		
7	A person who is confident and likes talking to other people is		

b Complete the **Opposite** column with adjectives from the list.

cold /kəʊld/ lazy /ˈleɪzi/ mean /miːn/ quiet /ˈkwaɪət/
serious /ˈsɪəriəs/ shy /ʃaɪ/ unfriendly /ʌnˈfrendli/

Negative adjectives

We often use *not very* + a positive adjective instead of a negative adjective, e.g. *not very friendly* instead of *unfriendly*, or *not very hard-working* instead of *lazy*.

c **1.10** Listen and check.

d Cover the adjectives and look at the definitions. Say the adjective and its opposite.

What does she look like? What is she like?

What does she look like? = Tell me about her appearance. (Is she tall / short? What colour hair does she have?)
What is she like? = Tell me about her personality. (Is she friendly? Is she shy?)

ACTIVATION In pairs, ask and answer questions about a member of your family or a good friend.

What does your sister look like?

She's quite tall and she has short dark hair.

What's she like?

p.10

www.frenglish.ru

Things you wear

a Match the words and photos.

Clothes

- blouse /blaʊz/
- cardigan /ˈkɑːdɪgən/
- coat /kəʊt/
- dress /dres/
- hoodie /ˈhʊdɪ/
- jacket /ˈdʒækɪt/
- jeans /dʒiːnz/
- leggings /ˈlegɪŋz/
- pyjamas /pəˈdʒɑːməz/
- shirt /ʃɜːt/
- shorts /ʃɔːts/
- skirt /skɜːt/
- socks /sɒks/
- suit /suːt/
- sweater (SYN jumper) /ˈswetə/
- tights /taɪts/
- top /tɒp/
- tracksuit /ˈtræksuːt/
- trousers /ˈtraʊzəz/
- T-shirt /ˈtiːʃɜːt/
- underwear /ˈʌndəweə/

Footwear

- boots /buːts/
- flip-flops /ˈflɪp flɒps/
- sandals /ˈsændlz/
- shoes /ʃuːz/
- trainers /ˈtreɪnəz/

Accessories

- belt /belt/
- cap /kæp/
- gloves /glʌvz/
- hat /hæt/
- scarf /skɑːf/
- tie /taɪ/

Jewellery

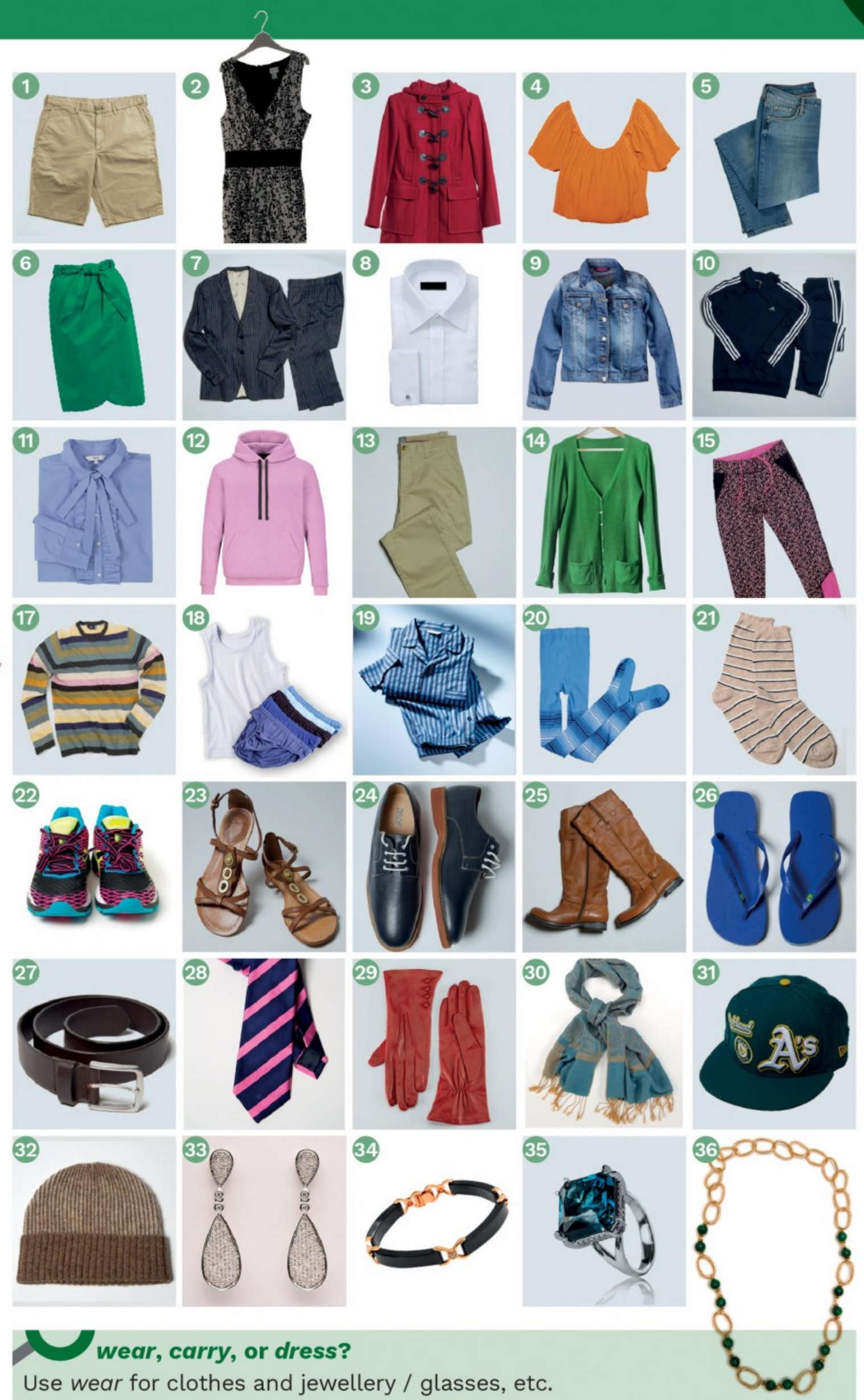
- bracelet /ˈbreɪslət/
- earrings /ˈɪərɪŋz/
- necklace /ˈneklәs/
- ring /rɪŋ/

b 1.16 Listen and check.

c Cover the words and look at the photos. Test yourself or a partner.

ACTIVATION Work with a partner. **A** say what someone in the class is wearing. **B** name the person.

p.12



***wear*, *carry*, or *dress*?**

Use *wear* for clothes and jewellery / glasses, etc.
She's wearing a hat. He's wearing sunglasses.

Use *carry* for bags, cases, etc.
She's carrying a bag.

Use *dress* (with no object) to describe the kind of clothes people wear.
The Italians dress very well. Lucy always dresses in black.

a pair

We often use *a pair* to talk about plural clothes, e.g. *a pair of shoes, trainers, boots, jeans, trousers,* etc.

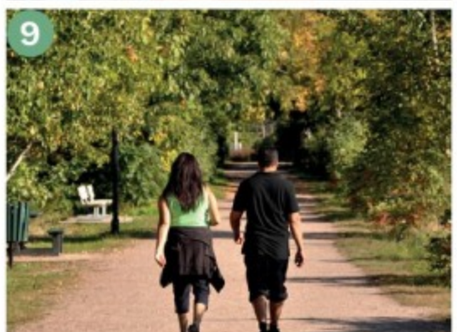
www.frenglish.ru

Holidays

Vocabulary Bank

1 Phrases with *go*

a Match the phrases and photos.



- ▬ go a<u>broad</u> /əˈbrɔːd/
- ▬ go away for the week<u>end</u>
- ▬ go by bus (or car, plane, train)
- ▬ go <u>cam</u>ping
- ▬ go for a walk
- ▮ go on <u>ho</u>liday
- ▬ go out at night
- ▬ go <u>sight</u>seeing /ˈsaɪtsiːɪŋ/
- ▬ go <u>ski</u>ing (or <u>wal</u>king, <u>cy</u>cling)
- ▬ go <u>swi</u>mming (or <u>sai</u>ling, <u>sur</u>fing, <u>fi</u>shing)

b 2.5 Listen and check.

c Cover the phrases and look at the photos. Test yourself or a partner.

2 Other holiday phrases

a Complete the verb phrases.

book buy have hire /ˈhaɪə/ rent
spend ~~stay~~ <u>sun</u>bathe /ˈsʌnbeɪð/ take

stay in a ho<u>tel</u> (or at a campsite / with friends)
_____ <u>pho</u>tos
_____ souve<u>nirs</u> /ˌsuːvəˈnɪəz/
_____ on the beach
_____ a good time
_____ <u>mo</u>ney (or time)
_____ an a<u>part</u>ment
_____ a <u>bi</u>cycle (or skis)
_____ a flight (or a ho<u>tel</u>) on<u>line</u>

b 2.6 Listen and check.

***rent* or *hire*?**

Rent and *hire* mean the same, but we normally use *rent* for a longer period of time, e.g. *you rent a flat or an apartment*, and *hire* for a short time, e.g. *you hire skis*, *a bike*, *a boat*, etc. With a car you can use *hire* or *rent*.

c Test yourself. Cover the verbs. Remember the phrases.

3 Adjectives

a Match the questions and answers.

1 What was the weather like? It was...
2 What was the hotel like? It was...
3 What was the town like? It was...
4 What were the people like? They were...

▬ + <u>com</u>fortable, lu<u>xur</u>ious	− <u>ba</u>sic, <u>dir</u>ty, un<u>com</u>fortable
▬ + <u>friend</u>ly, <u>help</u>ful	− un<u>friend</u>ly, un<u>help</u>ful
▬ + <u>beau</u>tiful, <u>love</u>ly	− <u>noi</u>sy, <u>crow</u>ded
▬ + warm, <u>sun</u>ny	− <u>ve</u>ry <u>win</u>dy, <u>fog</u>gy, <u>cloud</u>y

b 2.7 Listen and check.

General positive and negative adjectives

😀 *<u>love</u>ly*, *<u>won</u>derful*, *fan<u>tas</u>tic*, *great*
😐 *OK*, *not bad*, *all right*
😕 *<u>aw</u>ful*, *<u>ho</u>rrible*, *<u>ter</u>rible*

ACTIVATION Talk to a partner. Which do you prefer? Why?

- going abroad or going on holiday in your country
- going by car, bus, plane, or train
- going to the beach or going to a city
- staying in a hotel (or apartment) or going camping
- sunbathing, going sightseeing, or going for walks
- hot, sunny weather or cool, cloudy weather
- going on holiday with friends or going with your family

p.17

www.frenglish.ru

Prepositions

1 *at / in / on*

a Complete the chart with *at*, *in*, or *on*.

	Place	Time
1 ___	**countries and cities** Spain, Madrid **rooms** the kitchen **buildings** a shop, a museum **closed spaces** a park, a garden, a car	**months** February, June **seasons** (the) winter **years** 2025 **times of day** the morning, the afternoon, the evening
2 ___	**transport** a bike, a bus, a train, a plane, a ship **a surface** the floor, a table, a shelf, the balcony, the roof, the wall	**dates** 1st March **days** Tuesday, New Year's Day, Valentine's Day
3 ___	**places** school, home, work, university, the airport, the station, a bus stop, a party, the door 	**times** six o'clock, half past two, quarter to eight, night, the weekend **festival periods** Christmas, Easter

b 2.9 Listen and check.

ACTIVATION Look at the chart for a few minutes. Then test a partner.

A Say a place or time word, e.g. *Madrid, Tuesday.*

B Close your books. Say the preposition (*at*, *in*, or *on*).

Change roles.

p.18

2 Verbs + prepositions

a Complete the **Prepositions** column with a word from the list.

about (x3) at for (x3) in (x2) of on (x2) to (x3) with

		Prepositions
1	I **arrived** ___ Paris on Friday night.	*in*
2	I was very tired when I **arrived** ___ the hotel.	
3	I hate **waiting** ___ people who are late.	
4	**A** What are you going to do at the weekend? **B** I don't know. It **depends** ___ the weather.	
5	I'm sorry, but I really don't **agree** ___ you.	
6	I **asked** ___ a chicken sandwich, but this is tuna!	
7	Please **listen** ___ what I'm saying!	
8	Who's going to **pay** ___ the meal?	
9	I need to **speak** (talk, write) ___ Martin ___ the meeting.	
10	I don't **spend** much money ___ food.	
11	Don't **worry** ___ the exam. It isn't very hard.	
12	Do you **believe** ___ ghosts?	
13	You're not listening! What are you **thinking** ___?	
14	**A** What do you **think** ___ this painting? **B** I really like it. I think it's beautiful.	
15	Who does this bag **belong** ___?	

***arrive in* or *arrive at*?**

We use *arrive in* + cities or countries and *arrive at* + buildings, stations, etc.

b 3.5 Listen and check.

ACTIVATION

a Cover the **Prepositions** column. Say the sentences.

b Ask and answer the questions with a partner. Use the correct prepositions.

1 Do you spend more _____ clothes or technology? Why?

2 If you're worried _____ something, who do you normally talk _____?

3 Do you believe _____ love at first sight? Why (not)?

4 Do you belong _____ any clubs or organizations?

5 How long are you prepared to wait _____ friends when you've arranged to meet?

6 Who do you think should pay _____ the meal on a first date?

p.26

www.frenglish.ru

Housework, *make* or *do*?

Vocabulary Bank

1 Housework

a Match the verb phrases and the photos.

- clean the floor
- do the ironing /ˈaɪənɪŋ/
- do the shopping
- do the vacuuming /ˈvækjuəmɪŋ/ (or hoovering)
- do the washing
- do the washing-up
- dust the furniture
- lay the table (opposite *clear*)
- load the dishwasher (opposite *unload*)
- make lunch (or *dinner*)
- make the bed
- pick up dirty clothes (from the floor)
- put away your clothes
- take out the rubbish
- tidy your room

b **4.1** Listen and check.

c Cover the phrases and look at the photos. Say the phrases.

2 *make* or *do*

a Complete the phrases with *make* or *do*.

1 do a course

2 _____ a mistake

3 _____ an exam (an exercise, homework)

4 _____ a noise

5 _____ a phone call

6 _____ (the) housework

7 _____ friends

8 _____ sport (or exercise)

9 _____ plans

10 _____ an excuse /ɪkˈskjuːs/

b **4.2** Listen and check.

c Cover the phrases and look at the photos. Say the phrases.

ACTIVATION Test a partner. **A** say a noun from this page. **B** say the correct verb. p.32

www.frenglish.ru

Shopping

1 In a shop or store

a Match the words and photos.

- basket
- changing rooms
- (self-service) checkout
- customer
- receipt
- shelves /ʃelvz/ (singular *shelf*)
- shop assistant
- shopping bag
- the sales
- till
- trolley

b 4.9 Listen and check.

c Match the sentences.

1 Can I **help** you?
2 What **size** are you?
3 Can I **try on** this shirt?
4 This shirt doesn't **fit** me.
5 That jacket really **suits** you!
6 I'm going to **take** these trousers **back**.

a Yes, the changing rooms are over there.
b It's too big for me.
c You always look good in red.
d I'm just looking, thank you.
e I'm a medium.
f They're too short.

d 4.10 Listen and check.

2 Online

a Read the text about shopping online. Then complete the phrases with words from the list.

account /əˈkaʊnt/ bank /bæŋk/
basket /ˈbɑːskɪt/ card /kɑːd/
checkout /ˈtʃekaʊt/ delivery /dɪˈlɪvəri/
item /ˈaɪtəm/ next-day /ˈnekst deɪ/
order /ˈɔːdə/ password /ˈpɑːswɜːd/
place /pleɪs/ ~~website~~ /ˈwebsaɪt/

Most shops sell online, and a lot of people [1]**go to the** website rather than the actual shop. Since the Covid-19 pandemic, shopping online is even more popular. The first time you use a website, you can [2]**create an** _____ where you give your personal details and [3]**choose a** _____ for next time you shop. Or if you don't want to do this, you can usually shop as a guest. You choose what you want to buy and [4]**click on the** _____ to [5]**add it to your** _____. When you are ready to pay, you click on [6]**'continue to** _____'. You give the [7]_____ **address** where you want them to send your things. You usually pay extra for [8]_____ **delivery** – standard delivery is sometimes free. Then you [9]**review your** _____ to check it is correct. You choose how you want to pay, for example, [10]**with a** _____ **card**, and [11]**give your** _____ **details**, that is, the number and expiry date. Finally, you [12]_____ **your order** and receive a reference number and a confirmation email. And then you wait.

b 4.11 Listen and check.

ACTIVATION When was the last time you bought something to wear a) at a store, or b) online? Tell a partner exactly what you did.

p.34

www.frenglish.ru

Describing a town or city

Vocabulary Bank

1 What is there to see?

a Match the words and photos.

- [ ] bridge /brɪdʒ/
- [ ] canal /kə'næl/
- [ ] city walls /sɪtɪ 'wɔːlz/
- [ ] harbour /'hɑːbə/
- [ ] hill /hɪl/
- [ ] lake /leɪk/
- [ ] ruins /'ruːɪnz/
- [ ] square /'skweə/
- [ ] statue /'stætʃuː/
- [ ] zoo / zuː/

b 5.9 Listen and check.

c Put the words in the correct column.

antiques centre /æn'tiks 'sentə/
art gallery /ɑːt 'gælərɪ/ ~~cathedral~~ /kə'θiːdrəl/
chapel /'tʃæpl/ concert hall /'kɒnsət hɔːl/
department store /dɪ'pɑːtmənt stɔː(r)/
mosque /mɒsk/ opera house /'ɒprə haʊs/
palace /'pæləs/ shopping centre (mall) /'ʃɒpɪŋ sentə/
synagogue /'sɪnəgɒg/ temple /'templ/
tower /'taʊə/ town hall /taʊn 'hɔːl/

Religious buildings	Places where you can buy things	Other important buildings
cathedral		

d 5.10 Listen and check.

2 What's it like?

a Match the adjectives to sentences 1–6.

		Opposite
5	boring /'bɔːrɪŋ/	exciting / _____
	crowded /'kraʊdɪd/	_____
	dangerous /'deɪndʒərəs/	_____
	modern /'mɒdn/	_____
	noisy /'nɔɪzi/	_____
	polluted /pə'luːtɪd/	_____

1 There are a lot of bars and clubs with loud music.
2 The air is very dirty.
3 There are too many people.
4 The buildings are all quite new.
~~5 There's nothing to do.~~
6 You have to be careful, especially at night.

b Match the opposite adjectives in the list to the adjectives in **a**.

clean /kliːn/ empty /'empti/ ~~exciting~~ /ɪk'saɪtɪŋ/
historic /hɪ'stɒrɪk/ interesting /'ɪntrestɪŋ/
quiet /'kwaɪət/ safe /seɪf/

c 5.11 Listen and check your answers to **a** and **b**.

d Cover the words and look at the sentences. Remember the adjectives and their opposites.

ACTIVATION Choose three adjectives from **2** to describe your town or city.

Which of the places in **1** are there / aren't there in your town or city?

p.42

www.frenglish.ru

Opposite verbs

a Match the verbs and photos.

	Opposite
arrive (early) /əˈraɪv/	leave
break (your phone) /breɪk/	
buy (a house) /baɪ/	
download (a song) /dɑʊnˈləʊd/	
find (your keys) /faɪnd/	
forget (a name) /fəˈget/	
lend (money to sb) /lend/	
love (cooking) /lʌv/	
miss (a train) /mɪs/	
pass (a test) /pɑːs/	
pick up (sb at the airport) /pɪk ʌp/	
push (the door) /pʊʃ/	
send (an email) /send/	
start (a race) /stɑːt/	
teach (maths) /tiːtʃ/	
turn on (the TV) /ˈtɜːn ɒn/	
win (a match) /wɪn/	

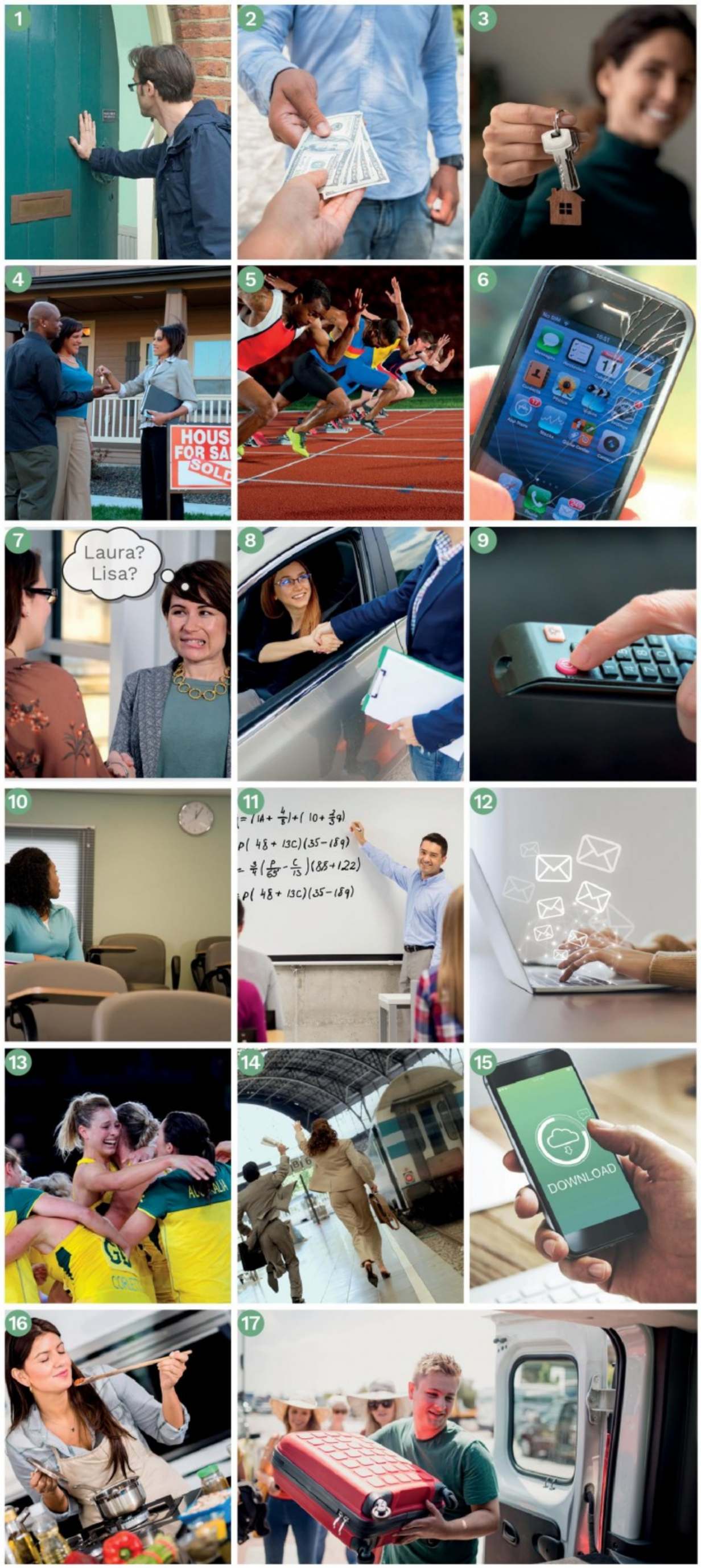
b Find the opposite verbs in the list. Write them in the **Opposite** column.

borrow (from sb) /ˈbɒrəʊ/
catch /kætʃ/
drop off /drɒp ˈɒf/
fail /feɪl/
finish /ˈfɪnɪʃ/ / stop /stɒp/
get /get/ / receive /rɪˈsiːv/
hate /heɪt/
learn /lɜːn/
~~leave~~ /liːv/
lose (x2) /luːz/
mend /mend/ / repair /rɪˈpeə/
pull /pʊl/
remember /rɪˈmembə/
sell /sel/
turn off /ˈtɜːn ɒf/
upload /ˌʌpˈləʊd/

c 6.2 Listen and check.

ACTIVATION Test a partner. **A** say a verb, **B** say the opposite.

p.48



www.frenglish.ru

Verb forms

Vocabulary Bank

1 Verbs + infinitive

a Complete the ***to* + verb** column with *to* + a verb from the list.

be bring buy catch drive find get married go (x2) help pay rain see turn off

			***to* + verb**
1	decide	We've decided ▬ to France for our holiday.	to go
2	forget	Don't forget ▬ all the lights.	
3	hope	We hope ▬ you again soon.	
4	learn	I'm learning ▬. My test is next month.	
5	need	I need ▬ to the supermarket. I don't have any milk.	
6	offer	He offered ▬ me with my CV.	
7	plan	They're planning ▬ this summer.	
8	pretend	He pretended ▬ ill, but he wasn't really.	
9	promise	He's promised ▬ me back when he gets a job.	
10	remember	Remember ▬ your dictionaries to class tomorrow.	
11	start	It was very cloudy and it started ▬.	
12	try	I'm trying ▬ a job, but it's very hard.	
13	want	I want ▬ the six o'clock train.	
14	would like	I'd like ▬ a new car next month.	

b 7.1 Listen and check.

ACTIVATION Cover the ***to* + verb** column. Say the sentences. p.56

2 Verbs + gerund (verb + *-ing*)

a Complete the **gerund** column with a verb from the list in the gerund.

be cook do have make rain ~~read~~ talk tidy wake up work

			gerund
1	enjoy	I enjoy ▬ in bed.	reading
2	finish	Have you finished ▬ your room?	
3	go on (= continue)	I want to go on ▬ until I'm 70.	
4	hate	I hate ▬ late when I'm meeting someone.	
5	like	I like ▬ breakfast in a café.	
6	love	I love ▬ early on a sunny morning.	
7	(don't) mind	I don't mind ▬ the ironing. It's quite relaxing.	
8	spend (time)	She spends hours ▬ on the phone.	
9	start*	It started ▬ at 5.30 in the morning.	
10	stop	Please stop ▬ such a noise. I can't think.	
11	feel like	I don't feel like ▬ today. Let's go out for lunch.	

* *start* can be used with a gerund or infinitive, e.g. *It started raining. It started to rain.*

b 7.5 Listen and check.

ACTIVATION Cover the **gerund** column. Say the sentences. p.58

www.frenglish.ru

get

get

get is one of the most common verbs in English. It has several different meanings, e.g. *arrive*, *become*, and can also be used with many prepositions or adverbs with different meanings, e.g. *get up*, *get on with*.

a Match the phrases and the pictures.

***get* = become (+ adjective / past participle)**

- get angry
- get divorced
- get fit
- get lost
- get married
- get nervous
- get ready

***get* = become (+ comparative)**

- get better / get worse
- get colder

***get* = buy / obtain**

- get a job
- get a newspaper
- get a ticket

***get* + preposition (phrasal verbs)**

- get into (out of) a car
- get on (off) a bus
- get on with somebody
- get up

***get* (*to*) = arrive**

- get home
- get to school
- get to work

***get* = receive**

- get an email (a message)
- get a present
- get a prize

b 8.9 Listen and check.

have got

We sometimes use *have got* instead of *have* to talk about possession.

I've got *a new car!*

Have you got *any children?* ***Yes, I have. I've got*** *a girl and a boy.*

No, I haven't. I haven't got *children.*

See Appendix p.173.

ACTIVATION Cover the phrases and look at the pictures. Test yourself or a partner.

p.65

www.frenglish.ru

Confusing verbs

a Match the **bold** verbs and photos.

wear /weə/	jewellery	*clothes*
carry /ˈkæri/	a bag	*a baby*
win /wɪn/	a match	*a medal* / *a prize*
earn /ɜːn/	a salary	*money*
know /nəʊ/	somebody well	*something*
meet /miːt/	somebody for the first time	*at eleven o'clock*
hope /həʊp/	that something good will happen	*to do something*
wait /weɪt/	for a bus	*for a long time*
watch /wɒtʃ/	TV	*a match*
look at /ˈlʊk æt/	a photo	*your watch*
look /lʊk/	happy	*about 25 years old*
look like /ˈlʊk laɪk/	your mother	*a model*
miss /mɪs/	the bus	*a class*
lose /luːz/	a match	*your glasses*
bring /brɪŋ/	your dictionary (to class)	*something back from holiday*
take /teɪk/	an umbrella (with you)	*your children to school*
look for /ˈlʊk fɔː/	your glasses	*a job*
find /faɪnd/	your glasses	*a job*
say /seɪ/	sorry / *hello*	*something to somebody*
tell /tel/	a joke / *a lie*	*somebody* / *something*
lend /lend/	money to somebody	
borrow /ˈbɒrəʊ/	money from somebody	
hear /hɪə/	a noise	*the doorbell*
listen to /ˈlɪsn tə/	music	*the radio*

b 8.14 Listen and check.

ACTIVATION Work with a partner. **A** say a verb, **B** say a possible continuation.

A *wait...* — **B** *for a bus*

p.67

hope and *expect*

hope = to want something to happen, always for positive things, e.g. *I hope I'll pass the exam.*

expect = to think something will happen, usually for a reason, e.g. *I expect I'll fail because I haven't worked very hard.*

bring and *take*

Please bring your dictionaries to class tomorrow. = movement towards here

Don't forget to take all your things when you leave. = movement away from here

www.frenglish.ru

Animals

a Match the words and photos.

Insects

- bee /biː/
- butterfly /ˈbʌtəflaɪ/
- fly /flaɪ/
- mosquito /məˈskiːtəʊ/
- spider /ˈspaɪdə/
- wasp /wɒsp/

Farm animals

- bull /bʊl/
- chicken /ˈtʃɪkɪn/
- cow /kaʊ/
- goat /gəʊt/
- horse /hɔːs/
- pig /pɪg/
- sheep /ʃiːp/

Wild animals

- bat /bæt/
- bear /beə/
- bird /bɜːd/
- camel /ˈkæml/
- crocodile /ˈkrɒkədaɪl/
- deer /dɪə/ (plural *deer* **NOT** *deers*)
- elephant /ˈelɪfənt/
- giraffe /dʒəˈrɑːf/
- kangaroo /ˌkæŋgəˈruː/
- lion /ˈlaɪən/
- monkey /ˈmʌŋki/
- mouse (plural *mice*) /maʊs/
- rabbit /ˈræbɪt/
- rat /ræt/
- snake /sneɪk/
- tiger /ˈtaɪgə/

Sea animals

- dolphin /ˈdɒlfɪn/
- jellyfish /ˈdʒelifɪʃ/
- shark /ʃɑːk/
- whale /weɪl/

bite* and *sting

bite = use your teeth to cut into sth. All animals with teeth, other insects (e.g. mosquitoes), and many spiders bite.

sting = inject venom into your skin. Many insects (e.g. bees and wasps) and some sea animals (e.g. jellyfish) sting.

b **9.1** Listen and check.

ACTIVATION Cover the words and look at the photos. Test yourself or a partner.

p.72

www.frenglish.ru

Expressing movement

Vocabulary Bank

a Match the words and pictures.

- under (the bridge) /ˈʌndə/
- along (the street) /əˈlɒŋ/
- round / around (the lake) /raʊnd/ /əˈraʊnd/
- through (the tunnel) /θruː/
- into (the shop) /ˈɪntuː/
- across (the road) /əˈkrɒs/
- over (the bridge) /ˈəʊvə/
- up (the steps) /ʌp/
- past (the church) /pɑːst/
- towards (the lake) /təˈwɔːdz/
- 1 down (the steps) /daʊn/
- out of (the shop) /ˈaʊt əv/

across or *through*

We use *across* to talk about movement from one side to the other of something which has 'sides', like a square, a street, or a river, e.g. *He swam across the river.*

We use *through* to talk about movement from one side to the other, but 'in something', e.g. a forest, a tunnel, a crowd, e.g. *We walked* ***through*** *the crowds and reached the empty streets on the other side.*

b **10.3** Listen and check.

away and *back*

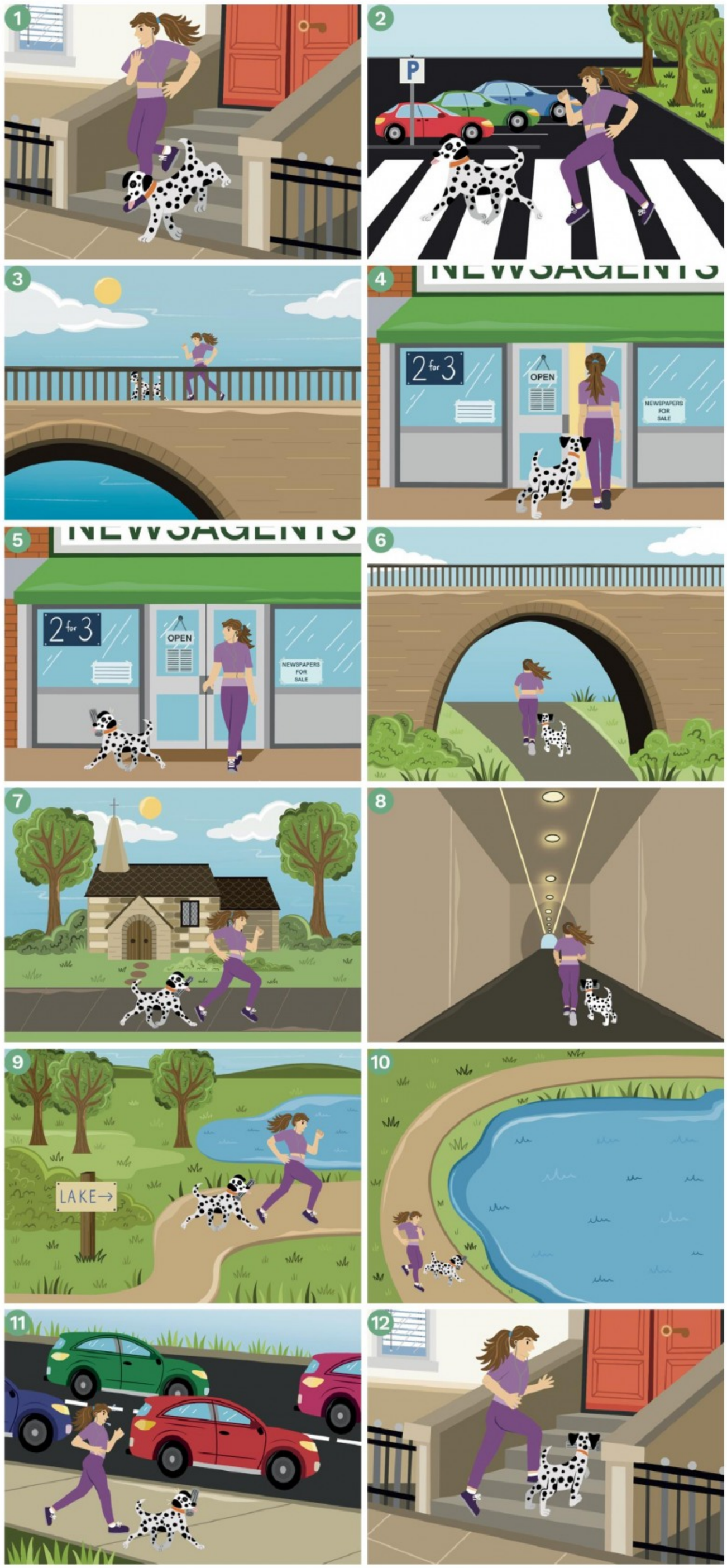
We use *away* to express movement to another place, e.g. ***Go away!*** *I don't want to speak to you. The man* ***ran away*** *when he saw the policeman.*

We use *back* to express movement to the place where something or somebody was before, e.g. *After dinner we* ***went back*** *to our hotel. Their dog ran away and never* ***came back***.

ACTIVATION Cover the words and look at the pictures. Where did the woman and her dog go?

They went down the steps...

p.80



www.frenglish.ru

Phrasal verbs

a Match the sentences and the pictures.

- The match will be over at about 5.30.
- My alarm goes off at six o'clock every morning.
- We set off for the airport at 6.30.
- I want to give up chocolate.
- Don't throw away that letter!
- Turn down the music! It's very loud.
- Turn up the TV! I can't hear.
- He looked up the words in a dictionary.
- Could you fill in this form?
- I want to find out about hotels in Madrid.
- It's bedtime – go and put on your pyjamas.
- Could you take off your boots, please?
- My sister's looking after Jimmy for me today.
- I'm really looking forward to the holidays.
- She works out every morning.

b **10.5** Listen and check.

ACTIVATION

a Cover the sentences and look at the pictures. Remember the phrasal verbs.

b Look at these other phrasal verbs from Files 1–10. Can you remember what they mean?

check in (for a flight)
come on
get up
go away (for the weekend)
go back (to work)
go out (at night)
sit down
stand up
stay up (late)
wake up
call back (later)
drop off (somebody at the airport)
get back (something you lost)
give back (something you've borrowed)
pay back (money you've borrowed)
pick up (something on the floor, somebody from the airport)
put away (clothes in a cupboard)
send back (something you don't want)
take back (something to a shop)
take out (the rubbish)
try on (clothes)
turn off (the TV)
turn on (the TV)
write down (the words)
break up with / split up with (your girlfriend/boyfriend)
go on (doing something)
get on / off (a bus)
get on with (a person)
look for (something you've lost)
look round (a shop, city, museum)
look through (a magazine)
run out of (petrol, printer ink)

Type 1 = no object
The verb and the particle (*on*, *up*, etc.) are **never separated**.
I get up at 7.30.

Type 2 = + object
The verb and the particle (*on*, *up*, etc.) **can be separated**.
Turn the TV on. OR *Turn on the TV.*

Type 3 = + object
The verb and the particle (*on*, *up*, etc.) are **never separated**.
Look for your keys. **NOT** ~~*Look your keys for.*~~

p.82

www.frenglish.ru

Irregular verbs

Present	Past simple	Past participle
be /bi/	was /wɒz/ were /wɜː/	been /biːn/
become /bɪ'kʌm/	became /bɪ'keɪm/	become
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔːt/	brought
build /bɪld/	built /bɪlt/	built
buy /baɪ/	bought /bɔːt/	bought
can /kæn/	could /kʊd/	–
catch /kætʃ/	caught /kɔːt/	caught
choose /tʃuːz/	chose /tʃəʊz/	chosen /'tʃəʊzn/
come /kʌm/	came /keɪm/	come
cost /kɒst/	cost	cost
cut /kʌt/	cut	cut
do /duː/	did /dɪd/	done /dʌn/
dream /driːm/	dreamt /dremt/ (also *dreamed*)	dreamt /dremt/ (also *dreamed*)
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪvn/
eat /iːt/	ate /eɪt/	eaten /'iːtn/
fall /fɔːl/	fell /fel/	fallen /'fɔːlən/
feel /fiːl/	felt /felt/	felt
find /faɪnd/	found /faʊnd/	found
fly /flaɪ/	flew /fluː/	flown /fləʊn/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/
get /get/	got /gɒt/	got
give /gɪv/	gave /geɪv/	given /'gɪvn/
go /gəʊ/	went /went/	gone /gɒn/
grow /grəʊ/	grew /gruː/	grown /grəʊn/
have /hæv/	had /hæd/	had
hear /hɪə/	heard /hɜːd/	heard
hit /hɪt/	hit	hit
keep /kiːp/	kept /kept/	kept
know /nəʊ/	knew /njuː/	known /nəʊn/

Present	Past simple	Past participle
lay /leɪ/	laid /leɪd/	laid /leɪd/
learn /lɜːn/	learnt /lɜːnt/ (also *learned*)	learnt (also *learned*)
leave /liːv/	left /left/	left
lend /lend/	lent /lent/	lent
let /let/	let	let
lose /luːz/	lost /lɒst/	lost
make /meɪk/	made /meɪd/	made
meet /miːt/	met /met/	met
pay /peɪ/	paid /peɪd/	paid
put /pʊt/	put	put
read /riːd/	read /red/	read /red/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
run /rʌn/	ran /ræn/	run
say /seɪ/	said /sed/	said
see /siː/	saw /sɔː/	seen /siːn/
sell /sel/	sold /səʊld/	sold
send /send/	sent /sent/	sent
shut /ʃʌt/	shut	shut
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat
sleep /sliːp/	slept /slept/	slept
speak /spiːk/	spoke /spəʊk/	spoken /'spəʊkən/
spend /spend/	spent /spent/	spent
stand /stænd/	stood /stʊd/	stood
steal /stiːl/	stole /stəʊl/	stolen /'stəʊlən/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /'teɪkən/
teach /tiːtʃ/	taught /tɔːt/	taught
tell /tel/	told /təʊld/	told
think /θɪŋk/	thought /θɔːt/	thought
throw /θrəʊ/	threw /θruː/	thrown /θrəʊn/
understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
wear /weə/	wore /wɔː/	worn /wɔːn/
win /wɪn/	won /wʌn/	won
write /raɪt/	wrote /rəʊt/	written /'rɪtn/

www.frenglish.ru

Appendix

have got

I**'ve got** a brother and two sisters. 8.10
I **haven't got** any pets.
She**'s got** a beautiful house.
He **hasn't got** many friends.
Have they **got** any children? No, they **haven't**.
Has the hotel **got** a swimming pool? Yes, it **has**.

full form	contraction	negative	
I have got	I've got	I haven't got	
You have got	You've got	You haven't got	
He / She / It has got	He / She / It's got	He / She / It hasn't got	a car.
We have got	We've got	We haven't got	
They have got	They've got	They haven't got	

?		✓		✗	
Have I got	a car?	Yes,	I have.	No,	I haven't.
Have you got			you have.		you haven't.
Has he / she / it got			he / she / it has.		he / she / it hasn't.
Have we got			we have.		we haven't.
Have you got			you have.		you haven't.
Have they got			they have.		they haven't.

- You can use *have got* instead of *have* for possession in the present.
  I've got a bike. = I have a bike.
  Have you got a car? = Do you have a car?
- We also use *have got* to talk about family and illnesses, and to describe people.
  I've got two sisters.
  He's got a cold.
  She's got long brown hair.
- *have got* is not used in the past. For past possession use *had*.
  I had a pet cat when I was a child.
  Did you have a pet?
- *I've got... / Have you got...?* is common in the UK, especially in conversation, but *I have... / Do you have...?* is also common.

a Write +, –, and ? sentences with the correct form of *have got*.

they / big house
+ They've got a big house.

1 she / any brothers
– _____

2 you / big flat
? _____

3 we / a lot of work today
– _____

4 your sister / a boyfriend
? _____

5 Roger and Val / a beautiful garden
+ _____

6 I / a really good teacher
+ _____

7 My brother / a job at the moment
– _____

8 they / the same colour eyes
+ _____

9 we / a meeting today
? _____

10 he / many friends at work
– _____

b Complete the sentences with the correct form of *have got*.

They love animals. They've got two dogs and five cats.

1 I hope it doesn't rain – I _____ my umbrella today.

2 _____ your phone _____ a good camera?

3 I _____ a new iPad. Do you want to see it ?

4 Sorry kids, I _____ enough money to buy sweets.

5 Jane _____ 50 pairs of shoes – can you believe it?

6 I can't call him now – I _____ a signal on my phone.

7 _____ you _____ your keys? I can't find mine.

8 Maria's so lucky – she _____ lovely curly hair.

9 One more question, Mr Jones. _____ you _____ any qualifications?

10 We might have problems getting there because we _____ a map.

p.167

www.frenglish.ru

Vowel sounds

Sound Bank

	usual spelling	! but also
fish	**i** thin slim history kiss if since	English women busy decide repeat gym
tree	**ee** feel sheep **ea** teach mean **e** she we	people machine key niece receipt
cat	**a** cap hat back catch carry match	
car	**ar** far large scarf **a** fast pass after	aunt laugh heart
clock	**o** top lost socks wrong hot box	what wash want because
horse	**or** boring north **al** walk ball **aw** awful saw	water auction bought thought abroad warm
bull	**u** pull push **oo** football book look good	would should woman
boot	**oo** school choose **u*** use polluted **ew** few knew	do suit juice shoe lose through
computer	Many different spellings. /ə/ is always unstressed. clever nervous arrive police inventor agree	
bird	**er** person verb **ir** dirty shirt **ur** curly turn	earn work world worse
egg	**e** spell lend west send very red	friendly weather sweater any said
up	**u** sunny mustn't funny run lucky cut	come does someone enough young touch

	usual spelling	! but also
train	**a*** change wake **ai** trainers fail **ay** away pay	break steak great overweight they grey
phone	**o*** open hope won't so **oa** coat goal	snow throw although
bike	**i*** quiet item **y** shy why **igh** might sights	buy eyes height
owl	**ou** trousers round account blouse **ow** crowded down	
boy	**oi** coin noisy point **oy** toy enjoy	
ear	**eer** beer engineer **ere** here we're **ear** beard earrings	really idea serious
chair	**air** airport stairs pair hair **are** square careful	their there wear bear
tourist	Not a very common sound. Europe furious sure plural	
/i/	A sound between /ɪ/ and /iː/. Consonant + *y* at the end of words is pronounced /i/. happy angry thirsty	
/u/	An unusual sound. education usually situation	

* especially before consonant + *e*

short vowels long vowels diphthongs

www.frenglish.ru

Consonant sounds

	usual spelling	! but also
parrot	**p** promise possible copy flip-flops **pp** opposite appearance	
bag	**b** belt body probably job cab **bb** rabbit rubbish	
key	**c** camping across **k** skirt kind **ck** checkout pick	chemist's stomach mosquito account
girl	**g** grow goat forget begin **gg** foggy leggings	
flower	**f** find afraid safe **ph** elephant nephew **ff** off different	enough laugh
vase	**v** video visit lovely invent over river	of
tie	**t** try tell start late **tt** better sitting	walked dressed
dog	**d** did dead hard told **dd** address middle	loved tired
snake	**s** stops faster **ss** miss message **ce/ci** place circle	science
zebra	**z** zoo lazy freezing **s, se** reason lose has toes	
shower	**sh** shut shoes washing finish **ti (+ vowel)** patient information **ci + a** special musician	sugar sure machine moustache
television	**si (+ on)** revision decision confusion	usually

	usual spelling	! but also
thumb	**th** thing throw healthy south maths both	
mother	**th** neither the clothes sunbathe that with	
chess	**ch** chicken child beach **tch** catch match **t (+ ure)** picture future	
jazz	**j** jacket just journey enjoy **dge** bridge judge	generous teenager giraffe age
leg	**l** little less plan incredible **ll** will trolley	
right	**r** really rest practise try **rr** borrow married	written wrong
witch	**w** website twins worried win **wh** why which whale	one once
yacht	**y** yet year young yoga **before u** useful uniform	
monkey	**m** mountain modern remember email **mm** summer swimming	
nose	**n** need necklace none any **nn** funny dinner	know knock
singer	**ng** angry ring along thing bring going	think thank
house	**h** hat hate ahead perhaps hire helpful	who whose whole

voiced unvoiced

www.frenglish.ru

OXFORD
UNIVERSITY PRESS

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2025

The moral rights of the author have been asserted

e-Book Edition

ISBN: 978 0 19 466247 5 Student Book Classroom Presentation Tool

First published in 2025

No copying or file sharing

This digital publication is protected by international copyright laws. No part of this digital publication may be reproduced, modified, adapted, stored in a retrieval system, or transmitted, used for text and data mining, or used for training artificial intelligence, in any form or by any means, to any other person or company without the prior permission in writing of Oxford University Press, or as expressly permitted by law. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not modify, adapt, copy, store, transfer or circulate the contents of this publication under any other branding or as part of any other product. You may not print out material for any commercial purpose or resale

Any websites referred to in this publication are in the public domain and their addresses are provided by Oxford University Press for information only. Oxford University Press disclaims all and any responsibility for the content of such websites

ACKNOWLEDGEMENTS

The authors would like to thank all the teachers and students round the world whose feedback has helped us to shape English File.

The authors would also like to thank: all those at Oxford University Press (both in Oxford and around the world) and the design team who have contributed their skills and ideas to producing this course.

Finally very special thanks from Clive to Maria Angeles, Lucia, and Eric, and from Christina to Cristina, for all their support and encouragement. Christina would also like to thank her children Joaquin, Marco, and Krysia for their constant inspiration.

The publisher and authors would also like to thank the following for their invaluable feedback on the materials: Paz Alonso, Cynthia Ebert, Philip Drury, Megan Watkins, Katherine Russen, Brian Brennan, Dagmara Lata, Gyula Kiss, Irene Iglesias, Jenny Holden, Marcos Norelle Ferreira Victor, Magdalena Muszynska, Jacqueline McCormack.

The publisher and authors would like to thank Jane Hudson for her work on the Revise and Check pages, Writing Bank, and Grammar Bank.

The authors and publisher are grateful to those who have given permission to reproduce the following extracts and adaptations of copyright material: p.11 Audio is adapted from 'Blind date: 'I was so engrossed, I leaned over the candle and my sleeve caught on fire', 28 May 2022, The Guardian. Copyright Guardian News & Media Ltd 2023. Jemma and Pietro are voiced by actors. Reproduced by permission; p.18 Adapted extracts from 'Christopher Morris in Ecuador as Mount Tungurahua erupts, 2014', 20 April 2015, The Guardian. Copyright Guardian News & Media Ltd 2023. Reproduced by permission; p.23 Extracts adapted from the blog Passport and Pixels by Bella Falk. © 2024 Passport & Pixels. All Rights Reserved. Reproduced by permission; p.35 Extracts adapted from 'Past the parcel - how the end of free returns will change the way we shop' by Sophie Benson, 20 July 2022, The Guardian. Copyright Guardian News & Media Ltd 2023. Reproduced by permission; p.36 Adapted from 'Do you suffer weekendvy? One in three of us lies about what we did at the weekend in a bid to impress friends and colleagues' by Ollie Gillman, 19 October 2014, MailOnline. Reproduced by permission of dmg media licensing; p.41 Audio recording is adapted from 'Why Gen Z are on speed' by Georgina Roberts, Bella Arthur, and Poppy Koronka, 14 February 2022, The Times. Copyright The Times/News Licensing. Georgina Roberts is voiced by an actor. Reproduced by permission; p.43 Audio is adapted from '16 ways to make your city more friendly' by Chris Leadbeater, 10 March 2017, The Telegraph. © Chris Leadbeater/Telegraph Media Group Limited 2017. Reproduced by permission; p.45 Adapted from 'Confused? Try our A-Z of conflicting health advice' by Jeremy Laurance, 4 November 2009, Independent. Copyright Jeremy Laurance/Independent Digital News & Media Ltd. Reproduced by permission; p.58 Extract from 'The Origin of Happiness' from 'Happiness is... how it all began!', 8 September 2015, Last Lemon, https://lastlemon.com. Reproduced by permission; p.59 Adapted from 'How to be happier', NHS, from www.nhs.uk. Contains public sector information licensed under the Open Government Licence v3.0.; p.64 and 107 Adapted from 'My partner has turned vegan and I am seething about it', Annalisa Barbieri, 1 February 2019, The Guardian. Copyright Guardian News & Media Limited 2023. Reproduced by permission; p.82 Adapted from 'George Foreman III' and 'Ashley Eckstein' from My Morning Routine, https://mymorningroutine.com. Reproduced by permission; p.92 Audio is adapted from 'Twin Strangers: The website can find your doppelganger - but you may not be pleased with your matches' by Maggie Alderson, 29 October 2015, The Independent. Copyright Independent Digital News & Media Ltd. Reproduced by permission. Maggie Alderson is voiced by an actor; p.96 Extracts adapted from 'Cat delivered alive and well after spending eight days in the post' by James Tapper, 27 March 2016, The Guardian. Copyright Guardian News & Media Limited, 2023. Reproduced by permission; p.96 Extracts adapted from 'Police rush in after man heard screaming 'I'm going to kill you' discover noise caused by him attacking spider' by Michael Safi, 26 November 2015, The Guardian. Copyright Guardian News & Media Limited 2023. Reproduced by permission.

Sources: p.10 'Tall vs short: Which is it better to be?' by David Robson, 29th September 2015, BBC Future; p.32 'Yelp Releases 'Modern Love and Household Responsibilities' Survey' by Tara Lewis, VP of Community Expansion + Trends, August 7, 2019, https://blog.yelp.com and 'The chore war: How to stop fighting about housework — and get the cleaning done' by Nicole Spector, Aug 8, 2019, NBC; p.42 TripAdvisor World City Survey; p.49 O, The Oprah Magazine, 2009; p.50 Birmingham Mail; p.64 https://annalisabarbieri.com/.

Commissioned photography by: Dennis Kitchen Studio, Inc, Gareth Boden and MM Studios.

Pronunciation chart artwork by: Ellis Nadler.

Illustrations by: Peter Bull, Joseph Carrington, Simon Clare, Gemma Correll/Anna Goodson Illustration, Denise Dorrance, Mark Duffin, Jon Fletcher, Sarah Goodreau/Advocate Art, Bethany Lord/Advocate Art, Fabian Slongo/Advocate Art Kipper Williams.

Video stills: Alamy (Historic Collection), Getty Images (FangXiaNuo, The Invisible Highway LLC, Sony Pictures Entertainment, zxvisual, Yellow Dog Productions Inc, Ariel Skelley), Shutterstock (Dudarev Mikhail)

Video production by: Creative Listening (Pictures of you); Digeo Productions (all other videos).

The publisher would like to thank the following for their permission to reproduce photographs: Adrian Peacock; Anya Chomacki; Alamy (ableimages, Alan Oliver, Anatoliy Sadovskiy, Associated Press, Associated Press, B&Y Photography, Blaize Pascall, British Retail Photography, BXFPR6, Chronicle, Commercial Megapress Collection, Creative Control, D. Hurst, Herbert Kehrer, Heritage Image, Image Source, Image Source, INTERFOTO, Ira Berger, jacky chapman, Kevin Wheal, Lucian Milasan, Martin Mayer, NearTheCoast.com, OJO Images Ltd, Oleksiy Maksymenko Photography, Pat Tuson, peterforsbergphotography, Phanie - Sipa Press, Phanuwat Nandee, Rtimages, Ruslan Kudrin, Stefan Sollfors, Torontonian, Vadym Drobot, WENN Rights Ltd, YAY Media AS, ZUMA Press, Inc.); Bella Falk; Bridgeman Images (Ackermann Kunstverlag, Sax,Adolphe, Staatliche Kunstsammlungen Dresden); Catherine Blackie; Christina Latham-Koenig; From HAPPINESS IS by Ralph Lazar and Lisa Swerling © 2014 (Used with Permission from Chronicle Books LLC, San Francisco); Getty Images (Adie Bush, Andrew J Cunningham, Archive Photos, Atlantide Phototravel, Bettmann, Bob Parent, Bud Symes/Stringer, Christian Vierig, Commercial Eye, dchadwick, Digital Vision, Fancy/Veer/Corbis, FG Trade, FG Trade Latin, Fuse, Gabe Ginsberg, gianliguori, Haiwei Hu/500px, ilbusca, Image Source, Image Source, Ippei Naoi, Issarawat Tattong, John Giustina, Johner Images, kate_sept2004, Kevin Reece, Rob Kim, kupicoo, ljubaphoto, Ljupco, Ljupco, Michael Owens, Miguel Sotomayor, Mike Hewitt, Mike Hill, Mike Nelson, mladenbalinovac, Nick David, Oleksandr Filon, Oscar Wong, Paul Souders, Pekic, Peter Cade, Peter Carruthers, Peter Dazeley, Peter Finch, Photodisc, sanjeri, Simon M Bruty, Stas Mandryka/500px, primeimages, Rafael Elias, Ricardo Mendoza Garbayo, Robert Recker, Simon Marcus Taplin, SolStock, SolStock, Stephen Lovekin, Tom Merton, Yongyuan Dai, Zia Soleil, Zsolt Hlinka); Jo Bullock; Justine Rioufrait; Oxford University Press (Corbis/Digital Stock, Digital Vision, Eureka, Image Source, Monalyn Gracia/Corbis, Photodisc, Relaximages, Tetra Images); Penny Umbers and Mark Bethel; Regina Speer, Annika Mittelmeier; Reuters News Agency, Thomson Reuters (Marcos Brindicci); Shutterstock; TripAside (Emmanuel Rozenblum); Wanda Martin.

The publisher would like to thank the following for permission to reproduce videos:

Shutterstock Video

1C.1(tourist in a business suit, Volodymyr Maliovanyi),(Woman looking at her diamond bracelet, Asia Images Group),(woman in sportswear does crunches, LightShoot),(man running, BlackBoxGuild) 2B.1 (Tennis match, BlackBoxGuild),(driving a car browsing phone, Oleh Ibrahimov),(Walking dog, silverkblackstock),(Woman greeting friend in park, Nais),(Brazillian woman surfing, Dudarev Mikhail),(tracking taxi on phone, M_Agency) 3A.2 (Commercial plane with O'Hare International Airport text, max.ku),(Busy O'Hare International Airport,BlackBoxGuild),(airplane taking off against

The manufacturer's authorised representative in the EU for product safety is
Oxford University Press España S.A. of el Parque Empresarial San Fernando de Henares, Avenida de Castilla, 2 – 28830 Madrid (www.oup.es/en)

www.frenglish.ru

beautiful sunset, heavygen) 3B.1 (Coffee shop, Gorodenkoff),(Barista making coffee, Boiarkina Marina) 4B.1 (kid opens big brown paper delivery box, Andrii Oleksiienko),(Nike store inside Dubai Mall/Exposition of nike sport shoes, pio3),(looking at the latest iPad tablets, Hadrian),(hanging rack moving, Irina Kamysh) 5B.1 (Urban view of Valencia, dualstock),(La Rambla, StockStudio Aerials),(People crossing the Gran Via street, DSAngel),(People sightseeing in old city center of Valencia/ Valencia central market, B7 Photography),(Time-lapse view on the interior of the Mercado Colon, Spectral-Design),(Establishing shot of buildings in the Town Hall square, BobNoah),(Arts and Sciences Museum, Mount Airy Films),(The City of Arts and Sciences,TravelShots_nl),(sky aquarium panorama, 2Dwork),(Women in traditional Spanish dresses, BlackBoxGuild) 6A.1 (driving school instructor with clipboard, Ground Picture),(smart phone mobile receiving mail message, sebolla74) 6C.1 (people have a fun time together at the party, spoialabrothers),(Champagne glasses, 4kclips),(Beautiful spring park with multicolor flowers,symbiot),(performance of violinist girl on stage, Andrei Porzhezhinskii),(Owl in tree, YesVideo),(irritated businesswoman typing on keyboard, ElevenStudio) 7A.1 (Faculty of Business and Law at Manchester University, 4kclips),(Birmingham, UAV 4),(Woman's hands typing on a laptop keyboard, Media Whale Stock),(young girl moving out of house,Aila Images), (studying with laptop, MMed production),(Man Stir Frying Vegetables In Wok, terryancekyle),(Typing on a laptop keyboard, Media Whale Stock),(Victoria bus station, VideoShocker),(Modern urban DLR Train, travel8k),(Birmingham West Midlands,Spicy World),(group of students working together in study area, Helen Fields Hotelfoxtrot),(University boat race, Colin Porteous),(People play table tennis, BlackBoxGuild),(Students Walking Through College, Monkey Business Images) 8A.5 (Paying for subway ticket with QR code, GlobeStock) 9A.2 (Male Adder, Stephan Morris),(European Adder, BlackBoxGuild),(Male Adders Dancing/Adder Snakes Entwined, Stephan Morris),(Grazing cows, Kitreel),(Cow with calf, Canetti),(Mature Couple And Dog On Walk,Igor Sirbu),(Red deer in the natural environment, JaklZdenek),(Red deer fighting in the meadow, AB Photographie),(Car stopping in countryside road before hitting young deer, BlackBoxGuild),(Brown and white dog is eating a bone, Srinuan hiranwat),(German shepherd stands in a cage, FetViewRoom),(Rottweiler barking, mtkkll),(Pittbull barking, MONOPOLY919),(Hunter with dog walking through forest, wavebreakmedia),(Black big dog Kana Corse, Skoles),(Red head pitbull, finchfocus),(wasps eating from an apple, Holger Kirk),(Orange-vented Mason Bee on a flower, Maciej Olszewski),(Wasps eat a killed grasshopper, graysergey),(allergic reaction rash, Jurijs Kruze),(Honey bees, londonvideo),(yellow wasp in the hand, Dr.MYM),(wasp nest on wooden fence, ReaLiia) 9B.1 (female athlete practicing high jump, wavebreakmedia) 10A.1 (hurdling on running track, wavebreakmedia) 10A.1 (University players are playing Volleyball, bodrumsurf) 10B.1 (Crested lark in the wild, WildlifeWorld),(baby owl is sitting on a tree, 4k YesVideo),(Man running in park, Pryimachuk Mariana),(Young man put off eyewear and switch off light, Leonid Sorokin),(Young Man Draws Curtains Open At Sunrise, Ian Anderson231),(Woman at home office cabine/ working remotely top view, Viktor Lom),(Common Scops Owl, Ondrej Prosicky),(

A Crested Lark, WildlifeWorld),(Evening owl in the forest, BlackBoxGuild),(reading while lying in bed, Andrii Spy_k),(Man laying down in bed, Bricolage),(Barn owl, ER CREATIVE SERVICESLTD) 11C.1 (brother and sister together, Kira Myshura)

Shutterstock images

1B.1(male hipster friends on a bench, Monkey Business Images) 4B.1 (Vector world map, Kingppin),(Apple logo, solomon7) 5A.1 (man delivering parcel, No-Mad),(COVID-19 vaccine jab, Viacheslav Lopatin),(Chengdu City Panoramic Skyline, Adam Yee),(Usain Bolt, photoyh) 5B.1 (Spain map, Serban Bogdan) 5B.2 (evening view of Ama Dablam, Daniel Prudek),(K2, Thrithot), (Delhi, Arini),(Ikara Flinders, Ranges National Park,(puyalroyo),(Pan-American Highway, njaj),(Istanbul Sabiha Gokcen Airport, phil_berry),(entrance to the Metropolitan Museum, elbud),(Dhaka, Bangladesh, Sk Hasan Ali),(Times Square, Luciano Mortula – LGM) 5C.2 (stuffing her car with too much baggage, Flystock),(child stands wrapped in a towel, Maximumm), trying to reach the laptop on the table, Pavel Vinnik),(Sofa in a room too small, peterschreiber.media),(woman has to pay her taxes, Nancy Beijersbergen),(Overwork tired woman Caffeine addicted, SrideeStudio), (One egg in carton, asawinimages),(Cowded beach, Eliyahu Yosef Parypa) 7A.1 (Flat lay composition with warm clothes, New Africa),(Travel power adapter, Shawn Hempel),(charge battery laptop, Sarach Naetimaetee),(Mobile smart phones charging, MH-Lee),(kitchen tools on table in kitchen, Africa Studio),(autumn fashionable clothing, Mauro Rodrigues),(photos of the family in various photo frame, OndroM),(Vector illustation with hand holding credit card, katya.kotletka),(Birmingham Museum and Art Gallery, Jacek Wojnarowski),(Photo of an empty cinema, Go My Media),(Notebook mockup,Vitya_M) 9A.1 (Funny horse yawning,Rita_Kochmarjova),(Black cat, ju_see),(Lion, Alison Mees) 9A.2 (World map, Viacheslav Lopatin),(Aggressive hippo male attacking , PhotocechCZ),(Australian highly venomous Eastern Brown Snake, Ken Griffiths),(Red strawberry poison dart frog, Dirk Ercken),(Euroasian red squirrel, seawhisper),(puffin,simonekesh),(Silhouette snake, RidiUmbrella),(wound from snake bite, marketlan),(Cow silhouette, Miceking),(Red Deer Silhouette, Alex Blogoodf),(Dog silhouette, Christos Georghiou),(Bee icon, archivector),(Wasp icon, Formyline) 9C.2 (Map UP/Map India, Bardocz Peter) 10B.1 (Lark silhouette, shuttersport),(Owl silhouette, sgushchenka)

Getty images

1B.1(Three senior women sitting at cafe table, Yellow Dog Productions),(Smiling teenage girls, Robert Daly),(Women sitting on edge of pool splashing friends, Thomas Barwick),(Bromance, Christopher Hope-Fitch) 1C.1 (Fashion Photo Session In Paris, Edward Berthelot) 4B.1 (Wolverhampton Wanderers Training Session, Jack Thomas – WWFC),(England 2022 World Cup Commercial Window, Eddie Keogh - The FA / Contributor) 5A.1 (Teenagers hands hold social media signs in their hands, Luiza Nalimova),(Mobile phones background, Bet_Noire),(dating app on smart phone, Luis Alvarez),(Big Mac, S3studio),(Samuel Tomlinson, MIGUEL RIOPA / Stringer) 5B.1 (Calatrava, Edoardo Fornaciari) 5B.2 (Mt Kilimanjaro, Christiane Schwerin), (Nanjing road, Lucas Schifres),(Tokyo City, Prisma by Dukas),(Trans-Siberian Highway,Anton Litvintsev),(Travelers At HartsfieldJackson Atlanta International Airport, Bloomberg),Mexico City Airport Line, Bloomberg),(Forecourt if the British Museum, Pawel Liber),(The Louvre Museum, John Harper),(Street Scene in Ho Chi Minh City, RWP UK) 5C.2 (Shocked at price of sunglasses, Image Source) 8A.2 (Brahma Cockerel, Education Images) 9A.1 (Bush Viper, Mark Kostich) 9A.2 (United Kingdom, UniversalImagesGroup),(Common Dormouse, Mike Powles) 9C.2 (Diana Rigg with Bill Travers and Peter Jeffrey, Mirrorpix),(Portraits of Patrick McNee and Diana Rigg, Popperfoto),(Billy Zane Dianna Rigg Kim Cattrall, ABC Photo Archives),(Dianna Rigg Cannes, JOEL SAGET),(Judy Dench, Mirrorpix),(On the set of the TV Series The Avengers, Sunset Boulevard),(Diana Rigg Practices, Judo Bettmann),(Diana Rigg in St John's Gardens, April, Manchester Daily Express),(Patrick Macnee And Diana Rigg On The Avengers, Popperfoto),(On Her Majesty's Secret Service, Mirrorpix),(On Her Majesty's Secret Service, Larry Ellis Collection),(Diana Rigg And George Lazenby In "On Her Majesty's Secret Service", Terence Spencer/Popperfoto),(Ron Galella Archive, Ron Galella, Ltd.),(Shop front on a street in Oxford, Alphotographic) 10B.1 (Apple Original Series "Ted Lasso",Emma McIntyre),(Virgin Fiber Presentation In Milan, Roberto Finizio),(Oprah Winfrey, Albert L. Ortega),(President Obama, Win McNamee),(Portrait of Charles Darwin, Bettmann),(Elvis Presley / Stringer Archive Photos),(Katherine Jenkins, Anwar Hussein)

Getty video

1C.1(Little boy in winter wear, SoberP) 2A.2 (Great Hypostyle Hall in Karnak Temple, The Invisible Highway LLC),(Woman takes photos of desert canyon, Lighthouse Films),(riding mountain bikes, simonkr),(Elderly couple out for a walk, SolStock),(Carnaby Street in London, Peter John Phipp) 2B.1(Raining on tennis court, jmsilva),(Driver view in the rear view of the sports car, zefart),(House party, gorodenkoff),(Two police officers knock on the door of a house, Sony Pictures Entertainment),(Couple sleeping, STK Pictures),(Crying baby, Andrew Sacks),(Grey shark, Sony Pictures Entertainment) 4B.1 (James Street Covent Garden, Captamotion),(Trump supporter's protest, WW News),(Storefront Mannequins, zxvisual),(Shoppers Carrying Plastic Bags, Sky News/Film Image Partner),(Shopping bags crowd, Laurence Dutton),(Zara Shop, ANDREY DENISYUK),(Crowded Streets And Customers At Grocery,Bloomberg Video – Footage),(Zara Store On 5th Avenue Manhattan, ThomPics – SK),(Pedestrians Passing A Zara Clothing Store, Bloomberg Video – Footage),(H&M. Store, ANDREY DENISYUK),(H&M Flagship Store Interiors, Bloomberg Video – Footage),(H&M Flagship Store DJ, Bloomberg Video – Footage),(H&M Flagship Store Customers Entering, Bloomberg Video – Footage),(Uniqlo Opens Global Flagship Store In Beijing, VCG),(The Uniqlo Co. Flagship Store Window With Mannequins, Bloomberg Video – Footage),(Uniqlo Store At Shopping Mall In Shinjuku District, Bloomberg Video – Footage),(Uniqlo color socks, NurPhoto), (People wearing mask walking in connaught place, David Talukdar),(Fashion Photo Session In Paris, Edward Berthelot),(Body Shop store in Covent Garden, Sky News/ Film Image Partner),(The Body Shop, Bloomberg Video – Footage),(People walking into Apple store, ANDREY DENISYUK),(A sign of the Apple logo advertises the Apple Store, Wayfarer CM),(iPhone 13 Available In Store, Ming Yeung),(Customers stand next to iMac in an Apple store, Zhang Peng),(People walk by and shop at the Apple Store, Chip Somodevilla) 5B.1(Aerial view of Valencia Cathedral, Imazins),(AERIAL Famous beach Playa De La Malvarrosa, SimonSkafar),(Baroque facade of the Valencia Cathedral, Miguel Sotomayor),(Altar Santa Maria de Valencia, TRAVELXP HD),(Ofrenda floral en Valencia/Madre e hija vestidas, StopInMotion) 6A.1 (couple boarding train on platform, wundervisuals),(Taxi drops off business partners, Lighthouse Films),(Schoolgirl writing on chalkboard, Wavebreakmedia),(soccer player losing game, FG Trade) 7A.1 (Kings College Cambridge, John Ambrose),(Queens University Belfast, Fact Not Fiction Films),(Victoria Building, erhancerrahoglu),(Aerial view of Oxford University, John Lamb),(Teenager hands using laptop, pocketlight),(Teenage boy using laptop, pocketlight),(young woman preparing bag for travel at home, staticnak1983),(University Church of St Mary, BBC Motion Gallery Editorial/BBC News),(Workers in a Starbucks coffee shop/ Customers in

www.frenglish.ru

a Starbucks coffee shop, Zhang Peng),(Wide shot of Poundland store, Ming Yeung),(Student rugby tackle, Superveillance),(Hanging Out while doing Homework, SolStock) 8A.2 (mature man finishing workout, Thomas Barwick),(Couple Walking Up the Aisle, gorodenkoff),(Man getting out of bed, Filomedia),(Dad getting home from work, gradyreese),(Girl Giving Grandmother a Christmas Present, Ariel Skelley),(businessman being awarded a prize, Yuri_Arcurs) 9A.1 (professor teaching in class, Capuski) 9A.2 (German Shepherd Dog running on Grass, Gerard Lacz Images) 9B.1 (Young woman driving a car, Eternity In An Instant),(Family carry couch into new home, WOWstockfootage),(Young male chef, FILMWORLD),(Couple in nature, Viktorcvetkovic),(Young couple play with kitten, SolStock),(Woman with cold wrapped up on sofa, Paolo Cordoni) 9C.2 (The Complete Avengers photocall , Sky News/Film Image Partner),(Diana Rigg (Game of Thrones) poses, Getty Images Video),(Diana Rigg dies at 82, AFPTV) 10A.1 (Basketball player scoring, Simonkr),(athletes practicing wheelchair tennis, Thomas Barwick),(Velodrome persuit race, iv-serg),(Soccer player shooting goal after pass, MayStudio),(Scoring a try in Rugby match, Purplevideos),(Male Gymnast Performing Routine on Parallel Bars, technotr),(Two female karate in a fight on the tatami, simonkr) 10B.1 (Flying Calandra lark, Film Studio Aves), (Eared Owl Adult Gerard, Lacz Images),(Woman using laptop at night, staticnak1983),(Tax Free sign painted,iJacky),(Western Meadowlark, voshadhi),(Young female Doctor, AscentXmedia),(Volvo Car Production Line, Sky News/Film Image Partner),(Happy friends dancing while having food in party, selected-takes),(Senior man reading newspaper at table, Sunreel), (athlete runs down a residental road, Lighthouse Films),(Arabic Media In Israel, Eddie Gerald),(Business people talking, Caiafilm),(Man stretching in bed, Tara Moore),(Man drinking tea or coffee at home, FG Trade Latin),(Man in bed under covers, Yellow Dog Productions Inc.) 11C.1 (twins wearing identical yellow shirts, Stewart Cohen Pictures),(Identical twin sisters, blue sky in my pocket),(Panoramic View Genoa, Andrzej Asijuk) 12B.1 (Aerial panning of Channels estate, gregsawyer),(Laying Slate Tiles, monkeybusinessimages)

Alamy

1B.1(Three women friends in the park hugging, Natalia Maro),(Three friends laughing, Steve Skjold),(cheerful senior men sitting together, Yuri Arcurs) 7A.1 (Students playing Quidditch, Joe Benedict),(CAMBRIDGE UNIVERSITY FRESHERS FAIR, Geoffrey Robinson),(Freshers'week Welcome Fair, Paul Davey),(social societies and groups at the 'freshers fair, aberCPC) 9A.1 (Black-faced vervet monkey, Michele Burgess),(Highland bull on parade, MH Country) 9C.2 (Aerial photograph of Fulneck School, A.P.S. (UK)),(The main entrance to RADA, SFL Travel),(The Shakespeare Memorial Theatre, Chronicle),(THE AVENGERS DIANA RIGG AVG, Moviestore Collection Ltd),(Emilia Fox Diana Rigg, Collection Christophel),(Diana Rigg Recieves Honour, PA Images), Game of Thrones/ Diana Rigg in the Focus Features new movie, LANDMARK MEDIA),(Diana Rigg CBE Buckingham Palace, PA Images)

Alamy video

2A.2(Hands of seller with souvenir, Paha_L) 2B.1 (double decker bus, daisycooil) 6A.1 (Group of women athletes finishing marathon running, bazava),(Remote Control Turns Off the TV, Pond5 / Alamy Stock Video) 10A.1 (Pole vault training, barselona_dreams)

Pond5

2B.1 (double decker bus,daisycooil) 6C.1 (Bare feet at night, NikolasGregor) 7A.1 (Businesswoman Using Laptop At Office, Lifehdfilm) 9A.2 (Girls Reaction On The Bee In Park, Banias)

Other

9C.2 (King Lear, Royal Shakespear Company)

Pictures of You videos: Creative Listening

Alamy Stock Video: (Danita Delimont, Hugh Threlfall)

Getty video: (Captamotion, M W Hunt)

Pond5 exclusive: (MassimilanoF)

Shutterstock video: (bh-2, elRoce, Yau Ming Low, Georgethefourth)

Shutterstock images: (alice-photo, Cktravels.com, Guliveris, Jono Photograohy, Kate Scott, PodPad, Paolo Paradiso, Petra Figueroa, Richard Thornton, rightclickstudios, trekandshoot ,William Barton, ZGPhotography).

www.frenglish.ru